BUSINESS EDUCATION

FEBRUARY 1961 VOL. 15, NO. 5 UNITED BUSINESS EDUCATION ASSOCIATION



EDITH BISHOP, FORT VALLEY, GA. HIGH SCHOOL TYPING INSTRUCTOR



calls the Royal Electric typewriter "the best machine on the market."

"I've had Royal typewriters in my classrooms since I've been teaching," she continues, "and at Fort Valley we use Royal typewriters exclusively."

"We've found them to be the most sturdy typewriters for our use, and we get prompt, courteous and dependable service whenever we need repairs. Margins are a pleasure to teach with the Royal Magic[®] Margins. They are truly a time saver and a convenience."

"In my opinion the Royal typewriter, whether manual or electric, is the best machine on the market."

You'll find, too, that Royal Electric typewriters meet your school's requirements. Not only do they provide the kind of training typists must have to enter the modern business world, but special Royal Electric features make teaching and learning easier. Important too: they're reliable, sturdy. When needed, Royal service is promptly available.

Call your Royal Representative. He'll be glad to show and demonstrate the Royal Electric at your convenience.



PRODUCT OF ROYAL McBEE CORPORATION. WORLD'S LARGEST MANUFACTURER OF TYPEWRITERS.

A DEPARTMENT OF THE NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W., WASHINGTON 6. D. C.

Dear UBEA Member

The big event in February for business teachers is the annual meeting in Chicago of the four UBEA Divisions - teacher education, research, administration, and international. The list of principal discussants for the NABTE discussion groups reads like a Who's Who in Business Education. All members of UBEA who have special interests in these phases of business education are urged to attend any or all of the sessions. It will be necessary to register for the convention, but there is no registration fee for members of UBEA and representatives of NABTE-member colleges and universities. The program is outlined on pages 34-36 in this issue of BUSINESS EDUCATION FORUM.

* * * * * * *

At a recent session with a group of prominent business educators, an impressive list of achievements for business education was compiled. From the list, the group selected the following as being the ten most outstanding achievements in business education in 1960:

- NEA-UBEA Conference on Business Education for the Academically Talented Student
- Growth in quantity of publications and upgrading in quality of professional literature in business education
- Survey on typewriting in the junior high school a UBEA Research Foundation Project
- U.S. Office of Education National Conference on Office Occupations Education
- National Workshop on Economic Education for Business Education Teachers sponsored by the Joint Council on Economic Education, United Business Education Association, and Young Presidents' Foundation
- Increased emphasis on research as evidenced by the Colorado Post-Doctoral Seminar in Business Education; and projects of Delta Pi Epsilon, National Association for Business Teacher Education, and graduate schools
- Growth in size and number of chapters of the major student organizations Future Business Leaders of America, Phi Beta Lambda and College FBLA, and Pi Omega Pi
- Increase in number of supervisors and administrators of business education programs at the state, county, and city levels
- Evidence of increased enrollment in business subjects in some major cities and areas
- Marked advancement toward unification of organizations for business teachers and increased membership in the existing organizations.

The projections for 1961 by the same group developed into a pattern of implementation of the achievements in 1960. The pronouncement of the Policies Commission for Business and Economic Education is getting the year off to a good start.

In addition, the prospect for federal funds for education has never been brighter. Prolonged committee hearings are not expected on school legislation in this session of the Congress. The issues were thoroughly thrashed out in committee and in floor debate during the last session, and with the commitment from the new president, it is believed legislation will be passed by the 87th Congress to provide federal funds for teachers' salaries and school construction.

HEADQUARTERS NOTES

We salute Lloyd V. Douglas, a former president of the United Business Education Association, who was named the 1960 recipient of the John Robert Gregg Award in Business Education. Dr. Douglas has been head of the Department of Business Education at Iowa State Teachers College for the past 24 years. He has worked continuously with UBEA in its program of promoting better business education for the past 15 years and was president of the Association in 1953-54. In 1942, Dr. Douglas organized the first college chapter of the Future Business Leaders of America. He is currently a member of the FBLA National Board of Trustees. The formal citation to Dr. Douglas follows:

"To Lloyd V. Douglas - For his energetic and untiring pursuit of high standards in business and education; for his dedication to the education of teachers, many of whom have distinguished themselves in business and in education; for his immense capacity for work; for his continuous pur-



Lloyd V. Douglas

suit of knowledge in business, in law, and in education; for his extensive writings in professional magazines; for his authorship of books on business and business education; for his service as editor of professional publications; for the example he has set for young teachers for continuous intellectual and professional growth; for his outstanding leadership in Pi Omega Pi, United Business Education Association, National Business Teachers Association, and other national and local organizations in business education; for his dynamic and highly influential leadership in local college and community affairs; for his energetic efforts in behalf of unification of business education associations; and for his enthusiasm for people, his love of teaching, and his stature as a man of high character and integrity."

* * * * * *

The last two pages of the Headquarters Notes have been allocated to the Policies Commission for Business and Economic Education. The Commission is releasing at this time the first in a series of statements concerning business education. Under the direction of a committee composed of Hamden L. Forkner, Herbert A. Tonne, and Milton C. Olson, the Commission's statement, "A Proposal for Business-Economic Education for American Secondary Schools," has undergone several revisions during the past two years. Now in its final form, the statement carries the endorsement of 18 prominent businessmen and can, we believe, become one of business education's most outstanding contributions in this decade.

If this pronouncement, the first by the Commission, is to realize its full potential, business teachers in each community must dispatch with intelligent dedication a well-planned course of action. Members of the Commission at the meeting in December 1960 developed a definite plan for members of the United Business Education Association and Delta Pi Epsilon to follow in presenting the proposal to school administrators. This plan is described in the message (pages 43-44) addressed to members of UBEA.

"This We Believe in Business Education," next in the series of statements by the Commission, has a tentative release date of spring, 1961. Theodore Woodward and Ruth I. Anderson are editing the manuscript for the second statement.

The Commission for Business and Economic Education was organized in 1958 by UBEA and DPE for the purpose of (a) redefining the important role of business education and (b) formulating a program of action in establishing desirable goals for business education in our total program of education. The two sponsoring organizations approve in principle the projects of the Commission, but this autonomous body of eight persons is not required to seek formal approval by the sponsors before releasing its statements to the public.

THE GENERAL CLERICAL FORUM

- General Clerical Teaching (Editorial) by Cleo Casady
- Building Proficiency Standards for Computing Machines by Norman F. Kallaus
- Filing Practices for Clerical Workers by Mildred E. Reed
- Keeping the Payroll Records Is a Prestige Assignment by Robert L. Thistlethwaite
- Receptionist and Telephone Techniques by Ruth Griffith

UNITED SERVICES FORUM

- Business Education Curriculum: The Changing Business Program in the High School by Herbert A. Tonne
- Shorthand: Shorthand Vocabulary's Relationship to Dictation Achievement by Harriet A. Danielson
- Typewriting: Typewriting 1961 by Fred E. Winger
- Bookkeeping and Accounting: Are You Padding Your Payroll Teaching? by Alvin C. Beckett
- Basic Business: Tracking—A Device for Better Basic Business Teaching 24 by Beatrice Churchill
- Distributive Occupations: The First Few Weeks of School for Distributive Education Students by Donald C. Wilson
- Cooperation with Business: Work Experience—A Must for Business 26 Teachers by A. E. Riddle

THE UBEA FORUM

- 29 UBEA: National, Regional, and Affiliated Associations
- 34 Convention Program: UBEA Divisions
- News Exchange: Southern Business Education Association 37
- FBLA Forum: FBLA Dress Right Week

The United Business Education Association is the amalgamation of the Department of Business Education of the National Educa-tion Association and the National Council for Business Education tion Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892, and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946. BUSINESS EDUCATION FORUM was published under the title UBEA FORUM from March 1947 through May 1949. A Volume Index to BUSINESS EDUCATION FORUM is published annually that the content of the member subscribers. The contents are also supported to the contents in the May issue for member-subscribers. The contents are indexed in BUSINESS EDUCATION INDEX and in THE EDUCA-TION INDEX. The UBEA does not assume responsibility for the points of view or opinions of the contributors to BUSINESS ED-UCATION FORUM unless such statements have been established by a resolution of the Association.



BUSINESS EDUCATION FORUM is published monthly except June, July, August, and September by the United Business Education Association, a Department of the National Education Association of the United States (also publisher of THE NATIONAL BUSINESS EDUCATION QUARTERLY). Executive, editorial, and advertising headquarters, 1201 Sixteenth Street N. W., Washington 6, D. C. Membership in the Association is \$5 a year, \$3.50 of which is for a year's subscription to the FORUM and 50 cents is for membership privileges in unified regional associations. Five dollars a year to institutions and nonmembers. Single copy \$1. Checks should be drawn payable to United Business Education Association and mailed to the IIBEA Executive Director, Hollis Guy, 1201 Sixteenth Street, N. W., Washington 6, D. C. Four weeks notice is required for a change of address. In ordering a change, please give both new and old address as printed on the wrapper. Second class postage paid at Washington, D. C., and at additional mailing offices. Copyright 1961, by the United Business Education Association, a Department of the National Education Association.



EDITORIAL STAFF

Executive Editor Associate Editor Production Manager Editorial Assistant Circulation

HOLLIS GUY DeWAYNE CUTHBERTSON KATHARINE CHRISTIE GENE GRAVES FLORENCE THOMPSON

FEATURE AND SERVICES EDITORS

Shorthand ARNOLD CONDON, ZENOBIA T. LILES Typewriting LAWRENCE ERICKSON, FABORN ETIER Bookkeeping Z. S. DICKERSON, R. NORVAL GARRETT JAMES ZANCANELLA, LLOYD GARRISON Special General Clerical CLEO CASADY, WILLIAM WINNETT Basic Business F. KENDRICK BANGS, AGNES LEBEDA Distributive WARREN MEYER, ALVIN C. BECKETT Standards WILSON ASHBY, MARCUERITE CRUMLEY

EDITORIAL AND EXECUTIVE OFFICES

NEA Educational Center, 1201 16th St., N.W. Washington 6, D. C.

PUBLICATIONS COMMITTEE: Edwin Swanson, (Chairman), San Jose State College, San Jose, California; Dorothy Travis, Central H.gh School and University of North Dakota, Crand Forks; and Theodore Yerian, Oregon State College, Corvallis.

NATIONAL COUNCIL FOR BUSINESS

EC	UCATION
President	GLADYS BAHR
Winn	etka, Illinois
Vice-President	PARKER LILES
Atla	nta, Georgia
Executive Director	HOLLIS GUY
Wash	ington, D. C.
Treasurer	VERNON V. PAYNE
Der	iton, Texas
Past-President	
Alban	y, New York
	RUSSELL J. HOSLER
	MARY ELLEN OLIVERIO
	MARY ALICE WITTENBERG eles, California
ISBE President	DONALD TATE
Tem	pe, Arizona
SBEA President	REED DAVIS
Montgome	ry, West Virginia
WBEA President	
	and, Oregon
MPBEA President	CERALD A. PORTER

Norman, Oklahoma Representatives of UBEA Regions

EASTERN

CLARENCE SCHWAGER MARY ELLEN OLIVERIO JAMES G. BROWN

Greenwich, Connecticut New York, New York College Park, Maryland

SOUTHERN

VERNON ANDERSON Z. S. DICKERSON HARRY HUFFMAN

Murray, Kentucky Harrisonburg, Virginia Blacksburg, Virginia

CENTRAL

LORRAINE MISSLING ARNOLD CONDON FRANK W. LANHAM

Milwaukee, Wisconsin Urbana, Illinois Ann Arbor, Michigan

MOUNTAIN-PLAINS

WAYNE HOUSE GERALD A. PORTER F. KENDRICK BANGS

Lincoln, Nebraska Norman, Oklahoma Boulder, Colorado

WESTERN

CLISBY EDLEFSEN RALPH C. ASMUS

MARY ALICE WITTENBERG Los Angeles, California Boise, Idaho Phoenix, Arizona

announcing nine new texts for 1961



ADVERTISING: METHODS AND MEDIA by Walter A. Gaw, The City College of New York. Available February, 1961. Price \$7.95.

BUSINESS COMMUNICATION by William C. Himstreet and Wayne M. Baty, The University of Southern California, Available April, 1961. Price approximately \$6.75.

ECONOMIC DEVELOPMENT: THE UNDERDEVELOPED WORLD AND THE AMERICAN INTEREST by Walter Krause, State University of Iowa. Available March, 1961. Price \$7.50.

INSIGHTS INTO PRICING by Alfred R. Oxenfeldt, The Graduate School, Columbia University. Paperbound. Available Fall, 1961. Price to be announced. Limited edition. Copies available for purchase only.

PRICING FOR THE MARKETING EXECUTIVE by Alfred R. Oxenfeldt, The Graduate School, Columbia University. Paperbound. Available February, 1961. Price \$1.50.

AMERICAN MARKETING by William J. Shultz, The City College of New York. Available February, 1961. Price \$7.95.

INTRODUCTION TO BUSINESS by Theodore J. Sielaff and John W. Aberle, San Jose State College. Available February, 1961. Price \$6.95.

THE MANAGEMENT OF PERSONNEL by William B. Wolf, The University of Southern California, Available April, 1961. Price approximately \$7.95.

outstanding texts now available

AUTOMATIC DATA PROCESSING SYSTEMS: Principles and Procedures by Robert H. Gregory, Sylvania Electric Products, Inc., and Richard L. Van Horn, Rand Corporation. 720 pages. 1960. Text \$8.75. Trade \$11.65.

ECONOMICS IN ACTION: Readings in Current Economic Issues by Shelley M. Mark and Daniel M. Slate, University of Hawaii. 418 pages. Paperbound. 1959. Price \$3.95.

PREPARING FOR THE CPA EXAMINATION: Problems, References and Solutions (2 Volumes) by Robert J. Smith, Brigham Young University. Volume 1, Problems and References, 375 pages. 1960. Text \$5.95. Trade \$7.95. Volume 2, Solutions, loose-leaf, 525 pages. 1960. Text \$4.50. Trade \$6.00.

SHORTENED CPA LAW REVIEW by George C. Thompson and Gerald P. Brady, Columbia University. 402 pages. 1960. Text \$5.75. Trade \$7.75.

PROCUREMENT AND PROFIT RENEGOTIATION edited by J. Fred Weston, University of California at Los Angeles. 224 pages. 1960. Price \$7.50. Limited edition. Copies available for purchase only.

Send for copies on approval

WADSWORTH PUBLISHING COMPANY
BELMONT, CALIFORNIA

General Clerical Teaching

Is general clerical practice being offered in more of our high schools? If so, why? Can the general clerical sequence be made more interesting and realistic?

The general clerical sequence is definitely on the increase in Iowa. The reasons for this include the fact that both teachers and school administrators are coming to the realization that the "big three"—shorthand, typewriting, and bookkeeping—do not provide adequate preparation for a multitude of office positions. Most of the small high schools in the state offer only one year of shorthand and practically no instruction in transcription—thus not enough time is given to the stenographic sequence to enable the students to attain employable skills and knowledges for secretarial positions.

Although a useful shorthand skill is not acquired by a large percentage of the students who take it for only one year, these students could be taught many skills needed on their first office jobs in a good general clerical program. They can be taught transcribing from voice-writing machines, the preparing and running of stencils and masters, the essentials of filing, the operation of adding and calculating machines, plus a host of other useful techniques and knowledges. It is assumed, of course, that bookkeeping and typewriting will be taken by all of those in the general clerical sequence.

Energetic business teachers who are offering the general clerical sequence find their work stimulating and challenging. An increasing number of boys are entering the general clerical classes, many of whom will seek employment as clerks after graduation; many girls who would have failed in shorthand are succeeding in the general clerical area.

What are these energetic teachers doing to enliven the course? They are making it functional and realistic. They are setting up standards such as those suggested for adding and calculating machines by Norman Kallaus. They are showing the importance of the field by using down-to-earth problems and illustrations such as the one on payroll by Robert Thistlethwaite. They are teaching filing in depth with a purpose as suggested by Mildred Reed. They are giving practice in doing the jobs such as the ones on reception and telephone techniques suggested by Ruth Griffith.

There are millions of jobs which require the skills and knowledges taught in a good general clerical sequence. Electronic data processing has not made general clerical practices obsolete! EDP accentuates the need for better prepared clerical workers.

—Cleo Casady, Issue Editor

The FORUM

This Month's FORUM

Business teachers are practical by nature and, as such, are constantly seeking down-to-earth aids for their classroom teaching. The Feature Section (pages 7-17) in this issue of the FORUM provides that kind of help. The section begins with a practical solution to building proficiency standards in the machine calculation portion of the general clerical program. This is a problem of constant concern for business teachers everywhere.

Each business teacher who has worked in an office has discovered the important role of records management in the operation of a business. This importance is emphasized further in the second article in the Feature Section. However, the article is devoted primarily to practical suggestions to be used in teaching filing.

Too often, general clerical occupations are classified among the "less desirable" because they require fewer executive and "thinking" skills. However, just one facet of the general clerical occupations, the keeping of payroll records, is used as an example of how important and exciting general clerical occupations can be. Suggested problems for classroom use are included in the third article of the Section.

The final feature article is devoted to the important skills and traits of a receptionist and persons utilizing the telephone in business. Methods of instilling the proper attitudes and for developing the desirable traits are outlined in detail in this excellent article.

Continuing the "down-to-earth" aids for the classroom teacher, the Services Section (pages 19-27) includes articles such as "tracking" in basic business, the first few weeks in a distributive education class, payroll teaching, and work experience for the business teacher. Other

articles of interest are devoted to the changing business education curriculum, the typewriting classes of today, and the relationship between shorthand vocabulary and dictation achievement.

The In Action Section (pages 29-40) presents the Executive Board of UBEA and reports on some current activities of UBEA, its regions, divisions, and affiliated associations. The program for the annual convention of the four UBEA

divisions is included as well as a report of the Southern Business Education Association's recent convention.

The FBLA Forum (pages 40-42) features a "Dress Right Skit" for use in promoting correct dress habits among students. It is presented here in conjunction with the FBLA Dress Right Week designated for March 12-18. Business teachers everywhere will want to take part in this special week.—D.C.C.

Editor: General Clerical Forum CLEO CASADY State University of Iowa Iowa City, Iowa



HOW TO TEACH BUSINESS SUBJECTS

Especially Designed for Student Teachers

- V Use it as a textbook on teaching methods
- V Use it as an authoritative reference
- V Recommend it for the use of new teachers
- V Revitalize the methods of experienced teachers

This 176-page cloth-cover book contains sections from NABTE Bulletin 65, "Manual for Student Teachers in Business Education," Bulletin 60, "Supervising Student Teachers in Business Education," Bulletin 61, "Evaluation and Measurement of Student Teaching," and Bulletin 69, "How To Teach Business Subjects." It is divided into four parts for the student teacher:

- I Orienting Yourself
- 2 How You Will Be Supervised
- 3 How You Will Be Evaluated
- 4 How To Teach

1959, \$2.50 each, 176 pages, cloth cover (20% discount on orders of 10 or more)

Address orders to

United Business Education Association
1201 Sixteenth Street, N.W., Washington 6, D. C.

What are the most interesting ways of teaching Life and Health Insurance?

This new teaching aid contains proven ways of sparking maximum interest in life and health insurance. It suggests where personal insurance should be taught in a high school curriculum—includes tests and case problems. Specially written to assist the beginning business educator and teacher-in-training, it stimulates a fuller understanding of how personal insurance works. Send for a free copy.

Simply fill out coupon. Sorry, available only in U.S.



Educational Division, Dept. 214-B
Institute of Life Insurance, 488 Madison Ave., N. Y. 22
Please send me FREE copy of your teaching aid, "Creative Teaching of Life and Health Insurance" 130 (113-1)
Name_______
School or College______
Address_______
City______State_______State______

Institute of Life Insurance

Central Source of Information about Life Insurance
488 MADISON AVENUE, NEW YORK 22. N. Y.



Building Proficiency Standards for Computing Machines

by NORMAN F. KALLAUS State University of Iowa, Iowa City, Iowa

To the busy business teacher, the sweetest sounds (other than salary increases and vacations) are likely to be "realistic," "effective," "simplified," and "reliable." And to this same busy teacher, these same adjectives will have a special meaning and serve as worthwhile goals when they are applied to the development of standards for his skills courses.

It is common consensus that there are no universally accepted standards in office preparation. Therefore, the teacher ultimately must develop his own. Most modern teachers realize the time and pains required to do a scientific job of developing standards. Considerable research, meticulous regard for controls and details, consideration of the "laws of the situation"—all of these points and more, too, are important. In the end, the busy teacher is forced to compromise. Given the limitations of time, money, and proper preparation and experience, the classroom teacher must work out some plan whereby he has a reasonably adequate yardstick to measure the student's achievement in his skills classes.

The point is simply this: the classroom teacher eagerly seeks and appreciates some assistance in the way of building realistic goals for evaluating the proficiency of machines students. This type of guiding "light" is the aim of this article.

Perhaps an analogy in the typewriting course can serve to describe the problem faced by the adding and calculating machines teacher in the case of standards. To state bluntly that the student must typewrite 50 words a minute tells little. Such a standard ignores such important points as length of timing, difficulty of material and nature of copy, classroom environment, type of machine used, length of warmup period—to name a few factors—which have an important bearing upon whether the student achieves the goal expected of him. This situation is similar when one considers the proficiency standards used in computing machines classes.

Probably the most common computing machines involved in classroom instruction are the adding and calculating machines. Even in this electronic computer age, a knowledge of these machines is helpful background for the study of computer operations. Obviously the computing machines family, dealing as it does with controllable arithmetic problems, lends itself to the measurement of performance with more dispatch and objectivity than other common office machines such as the duplicators.

To construct a plan which the busy classroom teacher can follow in developing his own set of standards, one should start from a common base or set of assumptions all of which can be generally justified. Such a set of assumptions follows for a familiarization-level course.

Choice of Machines. According to the latest census figures, the following machines, in this order, comprise the bulk of all nontext-producing machines used in the United States: adding machines (ten-key and full keyboard); rotary calculators; and key-driven calculators, which run a poor third. These, then, are important machines and their operation should be studied by all students contemplating office work.

General Application. The same general guides to standards development can be geared to the high school and to the college acquaintanceship courses. Modifications can be made to the variables used in constructing the standards whenever necessary. The important point is that the teacher keep in mind the variables and assign weights to them appropriate to his teaching situation.

Goals of Course. The machines course is largely an acquaintanceship or familiarization course in most schools. This means, in effect, that the teacher is not preparing skilled operators for any of the machines. In fact, in many of the smaller high schools, with limited time and equipment, students have only brief exposure to the machines, frequently in a clerical practice course.

Accuracy First. There should be no compromise with accuracy. The development of skill on computing machines will follow the "pattern of the expert" commonly utilized by typewriting and shorthand teachers. This

means that at proper times speed will be stressed. However, in the final analysis, the accurate answer is the only creditable result. Accuracy, then, with reasonable speed, should be the primary goal.

Miscellaneous. The teacher must take special care that the machines are in good working condition, that good skill-stretching techniques have been used, and that machines of comparable efficiency and cycling speeds are used. You cannot expect to compare students using a manual ten-key machine with those using a speedy new electric model.

Constructing the Standards

With these or similar basic assumptions in mind, the teacher is ready to begin constructing the problems which will serve as yardsticks for comparison and measurement. Typically, the teacher will seek to find out what other teachers are doing. One good source is Monograph 91.1 Literature from machines manufacturers and trade publications is valuable. Lowell Vaughn² and Mary Margaret Brady³ offer some helpful guides.

Supplementary data can sometimes be procured from businesses and governmental agencies, although, for the most part, little reliable information directly useful in the classroom can be found. In fact, few offices have developed standards which they will distribute to teachers. If they do, such standards tend to be set up on the basis of job analyses which have a specific job in mind, offering little immediate transfer to the classroom. As a general rule, the teacher is on his own. He must build what he feels to be a realistic standard in the light of his own teaching situation, given the equipment, length of course, and its objectives. For such a teaching situation, the following steps would seem to offer a helpful guide in constructing machines standards for an adding and calculating machines course, especially on the familiarization level:

1. The objectives of the course and all of its unique features must be kept in mind. If students are being groomed as full-time machines operators in a bank, for example, certain typical banking problems would be relevant. For the majority of students, however, the general approach shown here is recommended.

2. Considerable control must be exerted in selecting arithmetic problems. If the standards are merely designed to indicate how well the student has mastered the ability to work a key arithmetic process on the machine, probably the problem should not involve complicated analysis, but the solution should be readily obvious. Otherwise, reasoning and analytical ability—and not performance on the machines—are being measured!

Then, too, individuals typically carry a number "preference" or "bias" (that is, subconsciously we tend to prefer some numbers over others); consequently, it is advisable for the teacher to use a random numbers table in constructing arithmetic problems. This will preclude the inclusion of a preponderance of 4's, 5's, and 6's, for example, in the test which would be of a decided advantage to the ten-key operator.

The length of problem, too, should be carefully regulated. Inasmuch as standards stated in multiples of 5 are commonplace and easy to remember, performance requirements of 5, 10, 15, or 20 correct answers in a given period of time have built-in advantages. This will indirectly influence length of problems. It is usually good practice to provide problems in excess of the required standard. By including 12 or 15 problems on a sheet when 10 is the required standard, the teacher can note comparative speeds of all students, even the fastest one. At the same time, the student gets a break by having additional problems to complete. Should he work 12 and miss 2, with a standard of 10 he would still qualify.

- 3. Even in an acquaintanceship course, some part of the course should be stressed to the extent that job-comparable skills can be developed. In other words, it is wise, possible, and recommended that a semivocational skill be developed on that one arithmetic process for which a specific computing machine is most frequently used. This means that addition should be emphasized on the adding-listing machines; multiplication (and perhaps division) on the rotary calculators; and (in a familiarization course only) multiplication on the keydriven calculators.
- 4. The busy teacher, lacking facilities for conducting scientific studies under controlled conditions, must resort to compromise by using reasonable trial-and-error methods in setting standards. This compromise will probably be made between nationally recommended ranges of scores and those which would be developed locally under conditions of a scientific study. By all means, the teacher and some of his colleagues should work out the problems themselves to get an on-the-spot judgment as to whether they are realistic for the class. Controls, of course, should be applied wherever possible so that the type of problem, its length, and the standards set are attainable and realistic. At least much of the program is then removed from the realm of the subjective and the human frailties of the teacher.
- 5. Much experimentation is necessary before workable standards can be put to use. It is wise to use the problems devised for at least two semesters, making modifications in problem size, problem type, and requirements for accuracy, before officially installing them.

Administering the Standards Program

Once the standards problems have been set up, the program can get under way. To be reasonably successful in administering this program, the teacher should

¹Collins, Marian J. "Handbook for Office Practice Teachers." Monograph 91. Cincinnati: South-Western Publishing Company, December 1954.

²Vaughn, Lowell A. "We Give Office-Machines Students Two Grades." Business Education World 40: 18-19; October 1959.

³Brady, Mary Margaret. "The Development of Standards for the Key-Driven Calculator." Business Education Forum 14: 7-10; May 1960.

1. Install the standards officially with proper explanation of the program and the students' part in it.

2. Assign substantial credit to passing the standards. As a general rule, the student will tend to work harder and get more accomplished if he has something to work for and gets some tangible reward for his efforts.

3. Provide sufficient opportunity for practice prior to testing time. An acceptable idea might be to distribute problems similar to the performance standards problems which the students can use over a period of weeks to condition themselves to the type of material on which they will be tested.

4. Allow several attempts at passing the qualifying standard. It is human nature to be "down" one day and "up" another time. The student should be given a chance to let his "up" side manifest itself.

5. Give the tests near the end of a unit so that the student has a maximum period of time to prepare himself for it. In a vocational course, teachers often prefer to give intermediate standards exercises to evaluate student progress. Time will not permit this type of activity in the typical acquaintanceship course.

An Example of Proficiency Standards

Using the assumptions of this article and the environmental conditions described, the following "compromise" standards were developed, modified, and put in force at several schools, both secondary and college. Each proficiency "check" is given in and out of class after five weeks have been spent on a machine. In such a course, covering one semester, six weeks are spent on each type of machine.

Adding-Listing Machine Standards:

Process: Addition—using 45-digit problems of 3- and

4-digit numbers

Required: Full-key: 8 problems in 5 minutes Ten-key: 10 problems in 5 minutes

*Credit: 30 points (15 for each type of machine)

Rotary-Calculator Standards:

Process: Multiplication and Division (total of 6 digits

in both factors)

Example: $5.986 \times (\text{or} \div).92$ Required: 20 problems in 5 minutes

*Credit: 30 points

Key-Driven Calculator Standards:

Process: Multiplication (total of 6 digits in both fac-

tors)

Example: $4.56 \times .309$

Required: 25 problems in 5 minutes

*Credit: 30 points

*Note: Actual credit points allotted can be varied, but such credit should be a significant part of the total points possible. No credit is given for "almost" correct answers.

Such a program seems to provide a meaningful guide to the busy teacher who is interested in finding a way, in an acquaintanceship course, to "stretch" the achievement of the student in the one most important process studied on each machine. Especially in the college area is this true since preparing machine operators certainly is not the goal of the machines courses.

It is a simple plan—one that is realistic, practical, flexible, and understandable. After all, isn't this what the busy teacher really wants?

Filing Practices for Clerical Workers

by MILDRED E. REED University of Illinois, Urbana, Illinois

It has been said that "Trifles make perfection, but perfection is no trifle." This simple truth is clearly illustrated in filing where little things make a big difference. Basically, the art of filing is the performance of many little things, done methodically with clear thinking, according to a predetermined routine. Adherence to established procedures, the use of sound judgment and logical reasoning, attention to detail, and common sense are key factors in the filing of material or the maintenance of records so that information can be found instantly when wanted.

Ease and speed of finding is a far greater test of good filing and recordkeeping practices than the ability to put the records away. On the other hand, however, neat,

well-organized files and records facilitate the finding. Therefore, all factors involved in maintaining records must be considered equally important and become an integral part of good filing practices.

Attitude Toward Records

A discussion of good filing practices must emphasize, in the beginning, the extreme importance of the elerical worker having the right attitude toward records. In far too many instances, the prevailing attitude of elerical workers toward filing and recordkeeping is one of insignificance and disrespect. They think of it as being monotonous, uninteresting, and unchallenging—a kind of drudgery to be dispensed with in the quickest way

possible. To regard records as unimportant or insignificant reveals a completely distorted concept of their value. Records are vitally important, and an appreciation of their value will tend to develop a more favorable attitude towards their proper maintenance.

Actually, records are the memory of business. They portray the history of the business as it evolved from the managerial decisions and business transactions. More information regarding the functions of a business can be obtained in the records department than anywhere else. Records personnel should recognize this fact and realize they have an unusual opportunity to learn more about the business and to contribute to its efficient operation. In addition, records are the irreplaceable items of business. True, they can be insured; but once destroyed they are gone for all time and cannot be replaced. It is a well-known fact that many businesses whose records were destroyed by disaster never reopened their doors again. This is not to imply that the loss of the records was alone responsible, but it does point out the vital importance of records in the continuation of any business.

Records are the lifeblood of all business enterprise. If records could not be made for a week, banks would have no reason to open their doors; insurance companies would be unable to operate; and the nation's economy would come to a standstill for business could function only so long as the consumer or purchaser had cash on hand.

Another indication of the importance of records revolves around the human element-records involve people! A record that to a file clerk is "just another piece of paper" may be of extreme significance to another person-someone not directly concerned with the immediate operation of the business. Consider the many ways and the multitude of situations in which records become extremely significant to people and have a direct effect on their lives such as an insurance claim; a social security or retirement check if the recipient has no other income; or for that matter, a salary check to the average person. These are records and their creation depends upon the accurate maintenance of other records. Because all records worth keeping are important to someone in some way, they must be handled carefully and conscientiously by clerical workers before they can accomplish the purpose for which they were intended.

Records personnel must recognize, also, that the value in records is realized only when the information contained in them is immediately available when needed. Unfortunately, the tangible value of records is not always evident when they are immediately available. Their real value frequently becomes apparent only when they are not available, having been either lost or misfiled. Unbelievable as it may seem, an exhaustive, seven-year study of records operations in all types and sizes of businesses made by Industrial Psychology, Inc., revealed that the average cost of every misfiled paper was \$61.23.

This figure represented the time spent by clerks searching for the missing material, the time lost by the executives needing it, and the cost of the inconvenience and possible loss of business.

Appearance of Files

Well-organized and neat-appearing files command respect and promote efficiency. Good filing practices do not permit sloppy, ill-kept files, wilting guides, or bulging, dog-eared folders.

Guides and Folders. Guides and folders should stand upright, be kept in good repair, and be replaced periodically so they will retain a crisp appearance. Reference sources do not always agree when making recommendations; but, in general, 25 guides to a drawer, 10 folders back of each guide, and 100 sheets (or 1 inch of papers) to a folder are considered desirable for efficient handling. Approximately 4 inches of working space should be allowed in vertical files and 2 inches in card files. Space is not as valuable as working time, and nicked fingers are less likely. The carrier-block should be used to support guides and folders when a file drawer is only partially filled.

Folder Labels. The practice of affixing captions to the file folders should be uniform and consistent. Captions can be typewritten on the tab of a folder, but this requires a typewriter with a long carriage and a large roller.

A more widely used practice is the use of gummed labels or timesaving, self-adhesive labels. Uniform practices should be followed. All labels should be affixed at the same point on the folder tabs. Where color is a factor, consistency in using the right color is vital.

The same format should be followed in the typewriting of all folder captions. The typewriting of the different lines of all captions should begin at the same point on the label. The first line of each caption should be typewritten approximately one-fourth inch from the left edge of the label. The succeeding lines can be indented or blocked. Some authorities recommend that the entire caption be typed in solid caps; others recommend solid caps for the first line only and upper and lower case letters for succeeding lines; while still other file supervisors prefer to have all lines typed with upper and lower case type, and with punctuation included, since it looks more natural and is easier to read. Most reference sources suggest omitting all punctuation and leaving two spaces where the punctuation would ordinarily be placed. Personal preference can dictate the format used; but consistency must be maintained and the same style of typewriting and punctuation used throughout.

All authorities agree that file-drawer captions and filefolder captions should be typewritten—or lettered in special cases such as engineering or chemical files—but never handwritten.

Arrangement of Papers in Folders. Papers should be neatly arranged in the folder with the top and left edges

The file folder should be lifted part way up or taken completely out of the file before papers are inserted. The top of the material is always placed toward the left. and the most recent material is placed in front. Guides and folders should kept in good repair and replaced periodically to retain a crisp appearance.



even. Material should be loose filed, except possibly for special material such as case studies or project files where it is necessary to maintain exact sequence and where all the data in the folder are needed each time the situation is reviewed. Medical records are an illustration of the foregoing point; and in these special situations, it is preferable that the material in the folder be bound.

The top of the material is always placed toward the left, and the most recent material is placed in front of all other material.

Small, odd-sized pieces of paper should not be filed "as is" among the other papers. Instead, they should be pasted on a sheet the same size as the regular papers in the file. Larger sheets should be folded to conform to the size of others in the folder.

Establishing Procedures and Policy

Establishing procedures and policy regarding the practices to be followed in the handling of records and adhering to those practices consistently is absolutely essential to good records organization. The following procedures are recognized as good filing practices:

Follow chosen documentation rules consistently. There is no standardization of documentation rules. This is evident by a thorough analysis of the rules and examples presented in existing textbooks and references. Nor are there uniform adaptations or interpretations of these rules as indicated by the practices in business.

Regardless of the rules selected or adopted, good filing procedure dictates that they be followed as specifically and as consistently as possible. In a given situation where two rules might apply, select the one that seems best suited to the use made of the records and follow that rule exclusively in similar cases.

Should an unusual problem arise where the indexing of a record does not wholly fit a filing rule, provide as much cross-referencing as possible. As an added precaution, keep a chronological "diary"—a notebook into which is recorded the history and action taken in unusual situations. This diary serves several purposes—the process of writing up the problem tends to imprint it on one's mind; it serves as a detailed "memory" should similar situations occur later; and the cumulative notations over a period of time provide a records analyst or a consultant with a picture of the difficulties that occur in that particular filing setup.

Develop a filing procedures manual. With the authority and cooperation of top management, establish policies relating to records-handling processes; then prepare, and keep current, a filing procedures manual. This manual and all subsequent revisions of any parts of it should be distributed on a "need-to-know" basis.

Such a manual should be written in language that everyone will understand. Directions should be specific and expressed in the simplest of terms. The contents should include all the information needed by those who maintain and those who use the records.

In its simplest form, a manual of this type might include the procedures for submitting material to and withdrawing it from the files; the procedures for sorting, inspecting, indexing, classifying, and filing the material; the procedures regarding charge-outs, transfers, returns, and refiling; and a listing of the documentation rules being followed.

For a more extensive operation, the filing procedures manual might further include an explanation of the complete file setup, information pertaining to transfer of records, retention schedules, storage practices and procedures, vital records provisions, microfilming procedures, and other information relative to maintaining and using the records.

Establish responsibility for the official file copy. To eliminate the multiple filing of copies of records, identify the official file copy and designate the responsibility for filing it. For carbon copies, identification can be made by always using a certain color for the file copy; by using manifold sheets with the word "File" or a large numeral "1" printed on them; or by always writing or stamping the words "File Copy" on the copy that is to be retained for filing. Then determine where this official copy will be kept and who assumes the responsibility for its filing. In this way, all other copies distributed for informational purposes or temporary use can be discarded after they have served their purpose.

It has been estimated that the average file drawer holds 3,500 to 3,600 sheets of paper, and that it costs one cent a year to keep a sheet of paper in a file. One can readily understand how duplicate filing of identical records could soon fill many file drawers, thus adding for each file drawer \$35 or \$36 a year of unnecessary costs to the operation of a business.

Make provision for separating essential and nonessential material. Records consultants recommend "breaking" the files annually. This means separating the essen-

tial material from the nonessential material and retaining only the essential material in the files. The nonessential material is either reserved for a time in less expensive records space or discarded, as circumstances warrant.

It takes an experienced file clerk approximately onehalf day to each file drawer to go through its contents and decide what to keep and what to get rid of. This is a costly, frustrating job. When it is performed at one time, decisions are hastily made and not as conscientiously weighed as is desirable. Or, what is more likely, the job is postponed and the file situation becomes progressively worse.

A more practical way to provide for easy clearance of files at breakup time is to separate the material at the time of original filing.

First of all, careful consideration should be given as to whether the material should be filed at all or whether it should be thrown away immediately. If it is to be kept, the essential or permanent-type material should be separated from the nonessential or temporary-type material.

One simple way to do this is to have a colored divider sheet in each folder. The permanent material can then be filed chronologically in front of the divider sheet, and the temporary material can be filed chronologically in back of the divider sheet.

Emmett J. Leahy and Company, Records Management consultants in New York, recommend a triple-folder arrangement for each file caption, in which the type of material retained in each folder is indicated through the positioning of index tabs on the folders. Their experience indicates that file material falls into three classifications: permanent-type records (about 20 percent); build-up material (about 30 percent); and informational material (about 50 percent).

They suggest using a triple-cut set of folders for each file caption with sufficient volume to warrant it. The folders with the tabs at the left are used for the permanent-type material; folders with center tabs are used for the build-up material; and the folders with tabs at the right are used for the informational-type material.

With material separated as it is filed, periodic clearance of active records becomes a much simpler and more efficient task.

Make provision for vital records. Provision should always be made for the preservation and protection of vital records. They should never be kept with other records, but should be maintained separately in disaster-proof facilities. As an added precaution, many companies also maintain duplicate copies of these records in a sufficiently distant location. In some instances, historical records are also accorded special attention.

Permit only authorized personnel in the files. Allow only trained, qualified file personnel to file or remove material from the files. The most carefully organized records system can be disrupted in minutes if persons not responsible for its maintenance are permitted access to the records.

Keep a tickler file. Devices that help in remembering have been used since the beginning of time and "tying a string on one's finger" is universally recognized as a memory jogger. In business, a tickler file is the "string on the finger," and it is an important filing practice for all clerical workers to adopt.

Tickler files, or a facsimile of the idea, are kept in many forms. Perhaps the most popular tickler technique used in offices today is the desk calendar or chronological memo booklet.

Other tickler systems being used effectively include a card, sheet, or folder arrangement used in conjunction with month and day guides; and a dated folder with metal or plastic signals indicating the follow-up date.

All clerical workers should maintain some form of a tickler file or memory system for themselves; for their bosses; and in the case of file personnel, for the records taken from the files and for their firm in general.

Maintain a reading file. Secretaries and stenographers may find it feasible to maintain a reading file for temporary use. This is done by making an extra carbon of outgoing correspondence and keeping these copies close at hand in chronological order in a folder or binder. These copies should never be released to the regular files, except possibly in a specific instance where it is known that the regular file copy has been lost, but should be destroyed periodically after three- or perhaps six-month intervals.

Records Handling Practices

Records handling practices vary with each records situation. To mention all the details that should be followed in all situations would be an endless task; therefore, the following are suggested as a good beginning:

- 1. Use sorting devices to the maximum extent possible. Sort immediately on arrival according to the file index. Keep material in sorter until ready to index. When quantity of material is extensive, "rough sort" first.
- 2. Avoid using pins, paper clips, or rubber bands on file papers. Some file supervisors also avoid the use of staples where fewer than five papers must be kept together. To keep less than five papers together, use a small drop of nonabsorbent, plastic glue to hold the papers together. This glue is the same as that used by magazine publishers to attach "tip-ins" to the front cover of magazines. When this plastic adhesive is used, the papers can be pulled apart, the gummed residue rubbed off, and the papers restored to their original condition.
- 3. Folders should be filed behind guides—that is what guides are for. Handle folders and guides by body rather than by the tabs. Do not stuff papers into a folder when it is in its normal position. Lift the folder up part way or take it completely out of the file before inserting papers. Always check the caption on the folder

with the name coded on the paper being filed and also with the name coded on the first paper already in the folder.

- 4. File papers, in miscellaneous folders, alphabetically by name first, then by date, with the last date on top. Miscellaneous folders should follow individual folders in the file.
- 5. Use "out" cards or "out" sheets for all material removed from the file. Maintain a follow-up system to insure that all papers are returned to the files.
- 6. Cross-reference when necessary and use specially developed forms containing a one-sentence description rather than using duplicate copies of the record.
- 7. Work from the side of a file drawer, not from the front. Use a filing shelf.
- 8. Mend immediately all material that is torn or in bad condition. Remember, a stitch in time saves nine! Replace broken guides and worn-out folders.
- 9. Transfer old material or inactive records from valuable and costly office space and filing equipment to lowcost space in inexpensive transfer boxes at least once a year.
- 10. Consider the feasibility of shelf filing. The trend seems to be in this direction, where the type of material being filed is adaptable to this kind of setup. Remington Rand research indicates shelf filing saves up to 70 percent of the cost of drawer files; requires only 50 percent of the amount of floor space; and is 57 percent faster finding and 43 percent faster filing, without sacrificing filing efficiency.

- 11. Observe safety rules. Pull out only one file drawer at a time and close it immediately after use. Never open two of the top drawers of a filing cabinet at the same time. The filing cabinet may tip—on you! Likewise, never leave the bottom drawers open to be tripped over. A filing stool with rollers is convenient to sit on when working in the lower drawers, but it should never be used to stand on unless it has a brake and the brake is on!
- 12. Have available for ready reference one or more authoritative filing manuals or source books. These reference books contain detailed procedures and information for implementing and maintaining good filing practices.

To assure the formulation and continuation of good filing practices, clerical workers are urged to remember these four "R's" as they apply to records:

- Re-evaluate your concept of the value and importance of records.
- Rejuvenate your records by creating and maintaining a "new look" in your files.
- Recognize the importance of establishing prescribed policies and procedures and following them consistently.
- Refine your filing habits and pay close attention to details—the little things that make perfection.

It is imperative, then, that clerical workers recognize the inherent value of records and accord them the respect and attention needed for their most effective use. Attitude towards one's work with records is, therefore, a very significant part of good filing practices.

Keeping the Payroll Records Is a Prestige Assignment

by ROBERT L. THISTLETHWAITE

Northern Illinois University, DeKalb, Illinois

Everyone is interested in the payroll. But few of the 71,946,000¹ plus recipients of paychecks have much organized knowledge of collecting payroll data, processing these data, and producing the millions of checks recognized as "take-home pay."

However, a casual knowledge by most of these millions about the processes affecting their pay envelopes could prove helpful in the week-to-week operation of business and industry. And an intimate knowledge of payroll is absolutely essential to the growing numbers of employees who keep the records.

Each business teacher occupies a strategic position in relation to the maturation of his students as consumers and producers of business goods and services. An understanding of social security taxes, income taxes, and other payroll deductions for medical coverages, savings plans, and so on, is essential today. Just a generation ago even the terms social security and withholding tax were unknown.

In addition to the broad social implications of the terms mentioned above, there are personal consumer and vocational implications for the teacher of business stu-

¹U. S. Department of Labor. Employment and Earnings. U. S. Department of Labor, Bureau of Labor Statistics. Washington, D. C.: Superintendent of Documents, Government Printing Office. 6:1; February 1960.

dents. And let us not assume that workers already know about these matters. The 1960's will call for 29,000,000 new wage earners—workers who are now beginning to pass through our classes. Our obligation to these millions is no small one. Business teachers are uniquely equipped to give them an orientation to a phase of their existence which can enhance their understanding of personal finances throughout all of their productive years.

Where To Begin

Very likely each business course in high school can be advantageously exploited for the purpose of teaching students an understanding of some phase of payroll information. For example, the following are possibilities: general business with its units on buying, typewriting with its problems on time cards, shorthand with its letters to the accounting department, bookkeeping with its payroll section, and business arithmetic with its applications beamed at innumerable situations.

In the business departments offering courses in clerical practice, several lessons should be devoted to the records used in preparing the payroll. Sustained emphasis on this type of content can be justified.

Vocabulary of the Payroll Records

Most subject content comes within the range of comprehension when its vocabulary is mastered. This certainly is exemplified in a perusal of the payroll records. Routine operations, of course, can be followed by most people if limited in scope; but understanding the background and implications of routines gives meaning to working with them. A superficial knowledge reminds one of the statement, "Some read just enough to keep themselves misinformed."

Taxes of various kinds affect the payroll. Content material and exercises utilizing such terms as social security taxes, federal income taxes, state income taxes, state disability taxes, and workmen's compensation insurance are heard often but understood little. All these will take on meaning as the student works and reads about them. Such study leads the teacher into explanations about the major laws directly affecting payroll: Federal Insurance Contributions Act, withholding tax laws, Federal Fair Labor Standards Act, and workmen's compensation insurance laws. From the outset the wage earner is interested in the first two laws, but the employer must be aware of all four.

Vocabulary is complicated somewhat by such abbreviations as F.I.C.A. (Federal Insurance Contributions Act) and S.D.I. (State Disability Insurance). But learning becomes easier because there is considerable reciprocity between the terms frequently used in record-keeping and the forms utilized in working payroll problems.

At this point the teacher directs the learning experiences into meaningful activities synthesizing the content of the various laws with actual business forms. As one

writer has said, "Without actual work to do, the head is just a loafing place for thoughts and ideas." But there is no loafing here. The teacher should lead the student through problems involving the following:

- 1. Personnel employment card
- 2. Employees Withholding Exemption Certificate
- 3. Time card
- 4. Paycheck with detachable stub.

These four forms directly affect him as a wage earner. As he looks at his check, he will normally be concerned that his "take-home pay" is so much smaller than his gross total earnings. This concern sets the stage for the teacher to analyze the pay check by involving two more forms or tables (possibly more, depending upon location): income tax withholding table and social security table

Through his study up to this time the business student sees a personal involvement in the payroll process, but it is not so easy to motivate him to an understanding of the obligations of the employer who is just as vitally interested in the same topics.

Now the teacher begins to "professionalize" the content and the student. Although there is no loss in the personal and consumer values already learned by the student, he needs to know the vocational aspects of payroll recordkeeping because he may aspire to keep such records himself or may find himself in the role of employer very soon. So the teacher moves to the consideration of additional forms of major concern to the employer. These include payroll sheets recording all data about earnings, deductions and amounts paid to the employees; Employers Quarterly Federal Tax Return, and Annual Federal Tax Return of Employers. Other forms such as Reconciliation of Income Tax Withheld from Wages, and Federal Depository Receipt could also be explained to the student.

Suggested Exercises

Learning is achieved earlier and is easier to motivate if purposeful exercises stimulate the student at reasonable intervals. Payroll information leads to many meaningful experiences.

Social security benefits, for example, can be personalized by having students involve their families. Nine out of ten wage earners are covered. Take a family of five (wages at least \$4800) and ask such questions as:

- 1. For what retirement benefits can your parents qualify at age 65 (both)? Vary this question to cover different situations such as husband 65, wife 62; wife survives, age 62; and so on.
- 2. How did your parents qualify for social security?
- 3. If the wage earner dies, what are the benefits?

Another type of exercise can involve the arithmetic behind several of the payroll taxes:

- F.I.C.A. taxes: John Doe earned \$108 for the week beginning June 8.
 - (a) How much is deducted from his pay check for security taxes? (current rate 3%)

(b) How much is the employer required to pay?

- (c) If John Doe is self employed how much would he owe?
- (a) Who pays federal and state unemployment compensation taxes (Workmen's compensation)?
 - (b) F.I.C.A. is paid by both employer and employee on the first \$4800 in wages. Workmen's compensation is paid by the employer only on the first \$3000. The gross rate is 3%; 2.7% is designated as state unemployment taxes, 0.3%, as federal unemployment taxes. (Rates sometimes vary according to the employer's unemployment experience.)

Problem: James Brown, employer, has a weekly payroll of \$420.

1. How much does he owe the state for unemployment tax?

\$420—total weekly wages

.027-rate for state

\$11.34—amount payable to state

2. How much does he owe the federal government?

\$420-total weekly wages

.003—federal rate

\$1.26—amount payable to federal government

A third exercise could engage the student's attention in computing a time card.

Problem: Henry Smith worked 44 hours during the week at a rate of \$2.40 an hour. He is married and has one child.

- How much did he receive for his regular 40 hour week? (40 x 2.40 = \$96.00)
- 2. How much did he receive for overtime? (4 x 3.60 = \$14.40)
- What are his withholding taxes as shown on the table? (\$15.60)

- 4. What does he pay for F.I.C.A.? (at 3%-\$3.31)
- If there are no other deductions, what is his "takehome pay"? (\$91.49)

These exercises can serve as a beginning. Other problems could lead into discussions of additional payroll deductions, withholding tax illustrations, and computations leading to federal and state tax returns.

A Vocational Outlook

Teaching about and with payroll records will arouse the interest of some students to the point where they will seek more information beyond the exposure desirable in high school. A casual knowledge of these records, and others, will stabilize many businesses which are now failing because of inadequate records and the inability to interpret them. Articles abound with indictments of those small business firms which fail to keep good records. Perhaps the business teacher will intensify his efforts to replace ignorance with knowledge and ability.

With an approaching wage-earning population of 74,-800,000² this matter of keeping personnel records of all kinds takes on growing significance—and the pay check is the most significant document placed in the hands of the worker by his employer.

Business teachers have an opportunity to develop, with a minimum investment of time, a knowledgeable, authoritative group of young people capable of handling a sensitively important phase of business work. Keeping the payroll records is a prestige assignment.

Will our graduates keep these records straight?

Receptionist and Telephone Techniques

by RUTH GRIFFITH

Jefferson High School, Cedar Rapids, Iowa

Clerical instruction is essentially a laboratory course, a course where students learn by "doing," not by "talking." A visitor should be impressed, not with the fact that students are reciting well, but that they are engaged in meaningful activity. For example, after the preliminary instruction, students learn to operate adding and calculating machines, not by talking about them, not by watching demonstrations on them, but by actually operating the machines.

Receptionist Technique

Certain units present difficulties when the teacher attempts this "doing" approach. One such problem unit is that which centers around the duties of the office receptionist.

Perhaps the easiest way to handle this unit is the questionable lecture method—questionable because many adolescents are not good listeners. Even though the lecture method has some shortcomings, the duties of the receptionist can best be introduced by a well-prepared talk. This should not be a formal lecture, the type used in college instruction; instead, there should be much class participation. This is the time to emphasize and re-emphasize the importance of the attitudes and personality traits required by the receptionist. The students must see how vital this position is. They must

²U. S. Department of Labor. Population and Labor Force Projections for the United States. U. S. Department of Labor, Bureau of Labor Statistics Bulletin No. 124. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1959. p. 30.

Emphasis must be given to the fact that certain traits are especially important for the receptionist.

appreciate the fact that the receptionist is the first person in the office who meets the potential customer. The receptionist makes the favorable or the unfavorable impression for the company.

In developing this topic, the use of anecdotes of receptionists who did the right or wrong thing works well. It is not necessary to employ fiction here since talks with businessmen in the community will furnish much material, comic or serious incidents from their own offices.

Students remember these amusing tales. Often the class members can contribute some stories from their own observation.

Student Lists

After this introduction, the students are asked to prepare a list of desirable and undesirable traits for the receptionist. Student interviews with actual receptionists will furnish valuable information. In class it is well to develop a composite list. Constant emphasis must be given to the fact that certain traits are especially important for the receptionist, traits not so necessary for some other clerical jobs. The matter of clothes and good grooming is discussed at this time.

Later the students fill out a personal attitude check list or self-evaluation chart. Here they rate themselves on many personality traits and consider the matter of dress, grooming, and health. Thus, students begin to focus attention on their own fitness for the receptionist job.

The types of activities engaged in by the receptionist follow in sequence. Class members prepare a list of duties performed by the receptionist in a small office, the worker in a large office, and the person in a specialized office such as the receptionist in a doctor's office. In developing this phase, the students write a short sketch of how a difficult situation in an office should be handled by the receptionist. Finally, individuals write solutions to such problems as what to do in case of delays for appointments, how to get information and names from unknown callers, how to handle callers without appointments, and what to do with the "problem" or "objectionable" caller.

Special reports offer interesting information. Industry furnishes challenging pamphlets. A scrap book concerning careers for office workers with clippings from magazines and newspapers is kept and students select articles to report on in class.

One successful way to summarize the unit is through the use of a film which dramatizes correct and incorrect office technique. However, just to view the film accomplishes little. It is important that instruction be given in advance as to what will be shown. The follow-up is important, too.

There are a few times when members of the class can act as receptionists. Every possible opportunity along this line should be utilized. A student should be prepared to act as hostess when the principal visits or when there are visiting teachers or businessmen. In addition,



Correct procedures for answering the telephone and effective methods of conducting business by telephone can be taught best through role playing.

there are situations which can be worked out with the secretary in the school office to provide actual experience.

When Is the Unit Taught?

When in the clerical course should the unit on the receptionist be taught? It appears that the best results are obtained if the material is touched on at three different times. In the beginning of the course some attention is focused on the clerical worker's personal qualities. Here is a good opportunity to point out the fact that all clerical jobs do not require the same traits. Since the students are acquainted with the function of the receptionist they can easily help determine the qualities most essential for successful performance of this job.

Later, about halfway through the course, the unit concerning the receptionist is taken up. Here is the opportunity to review and add to the introductory material.

Finally, near the end of the course, during consideration of jobs and applications, there is a third opportunity to emphasize personality requirements for specific jobs. Most young persons resent too much "teacher talk" about the proper traits and attitudes. Touching on this topic at three different times is a tactful way to deal with the problem—its importance cannot be overemphasized. We in business education are fully aware of the startling figures presented by industry which show that many young people fail to hold jobs because of undesirable personality traits—traits that can be overcome if the individual is inspired to do something about them.

Telephone Information

The chief difficulty in teaching telephone technique arises from the fact that teenagers use the telephone so much that they think they are experts. In the first session it is necessary to revise this viewpoint. Lengthy telephone conversations do not necessarily prepare a person for acceptable office telephone procedures.

The telephone unit is previewed by the use of films secured from the local telephone company. Students

should acquire certain scientific information concerning the telephone. Then, they need to acquire knowledge about the different types of services such as person-toperson calls, station-to-station calls, the difference between day and night rates, and so on.

With the widespread use of dial telephones, individuals do not have sufficient practice in repeating telephone numbers. Yet this skill is often needed in the office when the company telephone number is given to a caller or the customer's telephone number needs to be repeated. Drill in reading numbers such as Empire 3-0025 (read Empire pause 3 pause oh, oh, pause 25) is desirable. If correct procedure is not practiced, students have a tendency to run all the numbers together.

If telephone directories are available, some study should center about the use of the classified section. Students can develop considerable initiative in finding the more difficult occupations or in locating specific individuals through the use of these pages.

Drills on the proper way to answer the telephone in an office where there is no switchboard and in an office where there is a switchboard can be taught effectively through role playing. The drills can include the response of a switchboard operator and the response of an individual in the specific office called, then switching calls when the wrong office is contacted. Instruction should be given on situations where callers are asked to wait while the office worker gets information requested, how the telephone is answered when the worker returns, how to get an individual's name who wishes the employer to call back, and so on. There should be some practice in filling out the proper information on memo pads for calls received when the employer is away from the office.

Teletrainer Instruction

Following the preliminary instruction, students should have an opportunity to actually do some telephone work. The Teletrainer,¹ furnished without cost by the local telephone company, offers realistic instruction. Students have an opportunity to hear voices reproduced as they actually sound over the telephone. Additional work can be done on enunciation and tone quality. Finally, there are unlimited possibilities for problem situations. The Teletrainer Manual presents many problems in dialogue form. (I prefer the suggested problems better where the students work out two-way conversations.) The Teletrainer is quite novel and adds needed variety to the course.

Use of the Switchboard

No unit on the telephone is complete without observation and practice on the switchboard. If the school has a switchboard, the operator can demonstrate its use and the students can be given some practice. First, they should call from and answer different office telephones.

should call from and answer different office telephones.

1Poland, Robert. "The Teletrainer Takes Over." BUSINESS EDUCATION

Later, they can answer the switchboard and ring the various telephones in the building. One lesson here is worth many days of talking about the switchboard. This is an excellent example of "learning" by "doing."

Another motion picture at the end of the unit is helpful. By this time the students can select the good points and the mistakes made by telephone operators and receptionists. Interesting pamphlets on telephone technique are available through the telephone company for distribution to each member of the class. The current pamphlet entitled "How To Make Friends by Telephone" is filled with clever cartoons and pertinent information.

Telephone personality should be stressed again and again. The students themselves should point out the difference in trait requirements for the receptionist and for the switchboard operator. They need to appreciate the meaning and importance of telephone personality and to work toward a cheerful, well-controlled, and natural voice. Our students can develop the "voice with a smile."

Order now!

Price increases June 1, 1961

BOUND VOLUMES of UBEA PUBLICATIONS

Bound volumes provide a compact, permanent method of maintaining your magazines for use during future years.

The 1959-60 issues of BUSINESS EDUCATION FORUM and THE NATIONAL BUSINESS EDUCATION QUARTERLY are now available in bound form. Place your order now. Bound volumes ready for delivery are:

BUSINESS EDUCATION FORUM

Combined Volume 1 and 2, \$6.95 Volumes 2 through 14, each \$6.95

THE NATIONAL BUSINESS

EDUCATION QUARTERLY

Volumes 6, 7, 8, 10, 12, 13, and 15 through 28 each \$4.95

Address your orders to

United Business Education Association 1201 16th St., N.W., Washington 6, D. C.

CLERICAL OFFICE PRACTICE

By Agnew, Meehan, and Loso -

Here is a book that is designed for the nonstenographic student when two office practice courses are offered or for all students when only one course can be given. Some of the features that make it an outstanding textbook in the classroom are:

- Covers all the common and basic office duties and procedures except those dealing with dictation and transcription
- Integrates other business courses
- · Adds many new skills and knowledge
- Emphasis on manners, grooming, getting along with people, and good work habits
- An appendix covering abbreviations, punctuation, spelling, grammar, and reference books
- · A workbook and achievement tests
- · An optional correlating filing set

SOUTH-WESTERN PUBLISHING CO.

(Specialists in Business and Economic Education)

Cincinnati 27 — New Rochelle, N. Y. — Chicago 5 — Burlingame, Calif. — Dallas 2

FOR

INCREASED PRODUCTION RATES WORD FINDER,

By Ruth I. Anderson, Lura Lynn Straub, and E. Dana Gibson

Thousands of students and office workers are using this new reference book to obtain answers to their questions about words — their spelling, capitalization, and syllabication. Students of shorthand and typing no longer need guess where to divide words at ends of lines. WORD FINDER shows them exactly where to divide them!

PRENTICE-HALL, INC.

Educational Book Division Englewood Cliffs, N. J.

FOR

GREATER ECONOMIC COMPETENCE

BUSINESS DICTIONARY,

By Louis C. Nanassy

and William Selden

This is the only down-to-earth business dictionary — one geared to teen-age use. Large eye-ease type, illustrations, hints, and supplementary tables of information — all these are included along with the definitions of the most common business and economic terms.

PRENTICE-HALL, INC.

Educational Book Division Englewood Cliffs, N. J.

United Services is a continuous department of the BUSINESS EDUCATION FORUM. Members are urged to share their teaching experiences with our readers. The most acceptable lengths for articles are one thousand or one thousand two hundred words. Manuscripts should be mailed to the editor of the appropriate service or to the executive editor.

UNITED SERVICES

BUSINESS EDUCATION CURRICULUM

LLOYD GARRISON, Editor Oklahoma State University, Stillwater, Oklahoma

THE CHANGING BUSINESS PROGRAM IN THE HIGH SCHOOL

Contributed by HERBERT A. TONNE New York University, New York, New York

As we teach our classes from day to day and year to year we notice little change in the way we teach and the subject matter our students learn. We may use one procedure one year and another in the next; we may emphasize one topic this year and another the next; but essentially, those of us who have been teaching 20 and even 30 years still seem to be teaching much the same content. Superficially at least, this seems so; actually, however, there have been profound changes. The content of the shorthand that we are teaching now is quite different from that which was taught even 10 years ago; the nature of the typewriting we are teaching has changed significantly; and the bookkeeping content has changed considerably—the enrollment even more drastically. Many subjects we taught 20 or 30 years ago have gone by the wayside: economic geography, for example; others have come to the forefront, office practice, for example. The enrollment in typewriting has increased tremendously but typewriting has become predominantly a one-year subject. Enrollments in bookkeeping have dropped, especially because the second year has been eliminated in many communities. Shorthand has held its own to some degree. While there has been a loss in enrollment in second-year shorthand, there has been an increase in many regions in first-year shorthand. We note exhilarating increases in enrollment in office practice and in many cases in clerical practice. Almost all of these changes have been to the good.

But what about future changes that will take place in the area of business education? Will they be to the good? How can we influence them? What, for example, are the influences that will control the business program in the high school? There are several, it seems to me. 1. The "Solids." The dominant influence will be insistence upon an increased number of the so-called "solid" subjects. There has been an insistence upon an increase in the number of units in science and mathematics, not only for the most able, but even for the average and unfortunately in many cases for the non-academic. The more able are pressured to take as many units of foreign language as can be squeezed into this program, and there is a strong tendency for the average students to imitate the more able. This trend will result in far fewer opportunities for students to take even a few business subjects.

2. College Requirements. The colleges are being engulfed by masses of students and need to find some method of selection. Intelligence by itself is not sufficient; personality is too vague; grades achieved in high school vary so much from school to school that they are in most cases quite meaningless. Therefore, the admissions offices in sheer desperation resort to the arbitrary system of requiring as many traditional academic subjects as possible. The ideal pattern for college entrance, according to the usual college admissions officer, is 18 units of high school work in "solids," although most admissions offices deviate from this pattern here and there and accept a few other subjects. They prefer to deviate if they deviate at all in terms of athletic prowess, personality, and grades; certainly not in terms of numbers of business subjects accepted.

Colleges have returned to a strong control of the nature of learning in the high school in spite of the evidence presented for many years of the lack of justification for this trend. The trend is becoming increasingly true in schools of business and even for prospective entrants into business teacher education programs. The college control of high school content also has a tendency to limit the number of students who take business subjects and the number of such subjects they can take.

3. Increased Complexity of Business Life: As our occupational life becomes more complex, there is an increasing demand that students have a better cultural

background. This demand tends to shift the business program upward. Some businessmen in the past have said that they would prefer the academic student for employment. An ever increasing number now seek an academic background, particularly in those for whom they feel there is promotional possibility. This tendency may also restrict opportunities for business education at the secondary level.

4. Automation. Automation is creating fewer opportunities for the routine worker and more opportunities for the broadly-trained person. Automation is reaching into occupational life with astounding rapidity. The tremendous increase in the cost of labor makes automation in one form or another an imperative.

These four tendencies will have, it seems to me, certain specific influences on the business curriculum.

1. More Efficient Job Preparation. They mean that we must give instruction for business occupations more efficiently, more effectively, and in a shorter period of time. If we are going to develop competent workers for business in the high school we need to do so in spite of the pressure for the "solids." Therefore, we need to eliminate everything that is not necessary for initial job skill and streamline the methodology for what is taught so that it will be learned more effectively.

2. Opportunity for Academic Students. We need to provide specific job training for appropriate academic students. This limitation has been a serious failure in business education to date. These students cannot take three years of shorthand and typewriting, one year of bookkeeping, and one year of general business. We must provide them with a good job skill in stenography, bookkeeping, or merchandising in one year (or better in six months), plus six months of typewriting. If necessary this instruction must be given after hours, in the summer, or at some other time, if the pressure of the "solids" is too great. To the extent to which we fail to give the brighter students the opportunity to become competent in some business skill we are failing to do our jobs as well as we should.

3. Planning for the Usual Student. We also need to reorganize our program for the average student although here we are probably more effective at present than with the brighter student. Our students need more application to the job situation and less theory. Theory is important but only as it leads to competency in application.

THEY ARE SWITCHING TO FORKNER ALPHABET SHORTHAND

Because . . .

Increasing numbers of schools and colleges are finding that it meets business, civil service and personal-use needs and standards.

(See Page 28)

Therefore, we probably will have to limit ourselves to one year of bookkeeping based upon a competent understanding of theory with thorough application to the kind of recordkeeping processes that are now being used on the job by the beginning workers. We now spend too much time on shorthand theory because of the antiquated load of theory we still teach. We need to determine what office machines actually do require high school graduates skilled in their operation.

4. The Nonacademic Student. We have made good progress in providing for the nonacademic student in business education in the last few years. We must do even more. Apart from a few basic subjects most school administrators will be delighted to have us prepare the nonacademic for job competency. We need to help these students develop proper work habits; an understanding of the nature of the job situation; and the basic skills of analyzing, synthesizing, collating, and processing, which are the basic operations performed by office workers.

If we can undertake these basic steps effectively, within the next few years; if textbook writers will produce materials by which the teachers can present these techniques; and if publishers will have the courage to publish such textbooks, there is an indisputable place for business education in the high school program of study. If we have the courage to streamline business education we may teach courses for briefer periods, but there will be far more students. If we insist on maintaining business programs as they are now and as they have been in many places for the last ten years, then the "solids" inevitably will reduce the enrollment in business subjects to a minimum. They will push business education up and out of secondary education to a considerable degree. This trend would be most unfortunate because the "solid" subjects by their very nature tend to be general and theoretical and high school students particularly need the practical down-to-earth applications which business subjects so proficiently provide

5. Basic Business Subject Matter. The influence of the factors mentioned at the beginning of this commentary upon the social-business content of business education is less clear. However, it would seem that the impact of these factors would preclude the possibility of any phase of business education becoming classed among the "solids." The likelihood is rather that in the reorganization of the social studies to make them more "solid" that additional topics will be utilized from the area of the social-business program to enrich such social studies as Problems of American Democracy. The best possibility for retaining such content in the high school program under the direction of business teachers is to develop a pre-vocational or co-vocational subject from among the topics included in social-business content. This course would definitely be considered a segment in a vocational business sequence offered in the eleventh or twelfth year. For example, a three-unit program for

(Please turn to page 27)

ZENOBIA T. LILES, Editor

State Department of Education, Atlanta, Georgia

SHORTHAND VOCABULARY'S RELATIONSHIP TO DICTATION ACHIEVEMENT

Contributed by HARRIET A. DANIELSON Kent State University, Kent, Ohio

The transcription process is like a rope. It is comprised of several strands of knowledges and skills, each of which is composed of fibers. The strands of knowledges and skills include shorthand, typewriting, and English usage. The strand of shorthand is composed of such fibers as shorthand vocabulary, shorthand dictation ability, and shorthand reading ability. Typewriting letters and envelopes with speed and accuracy, operating the various parts of the typewriter, handling carbon copies, making erasures, and proofreading are all fibers of the typewriting strand. The strand of English usage includes spelling, punctuation, capitalization, and syllabication.

Just as a rope, the transcription skill can be only as strong as each of the strands of which it is composed; and each strand can be only as strong as its fibers. If a strand or fiber is weak, it will affect the whole process of transcription.

Since there is a fusion of many knowledges, skills, and other factors in transcription, some of these elements should be set apart from the total skill in order to find each one's relationship to the total process.

Problem and Procedure. The relationship between competency in shorthand vocabulary and achievement in shorthand dictation were the two major factors involved in this investigation of 120 transcription students for one academic year at Indiana University.

The shorthand vocabulary of the transcription students was measured by constructing and administering six 250-word tests, based on random samples of Silverthorn's "High Frequency Business Vocabulary Word List." A word list was given approximately every six weeks for two semesters.

Thirty sets of an equated series of business letters were constructed, and a set of letters was dictated to the students on the average of once a week for two semesters at rates varying from 60 to 130 words a minute; the dictation was three minutes in length.

The influence of general scholastic ability on the two major factors was measured by the results on selected standardized tests (A.C.E., English C2, and English OM) and by the University grade-point average. The statistical measures employed were the product-moment correlation coefficient, the coefficient of determination, the analysis of variance, and the t-tests of significance.

Findings.

- 1. Shorthand vocabulary competency is significantly related to shorthand dictation achievement because there can be no dictation ability without ability in shorthand vocabulary. However, it was found that there are many knowledges, skills, and other factors that may influence dictation achievement.
- 2. As a student's shorthand vocabulary index increases, his rate of taking dictation also increases. In this study, the increase in shorthand vocabulary index was continuous at each dictation speed level from 80 to 130 words a minute. However, the increase in vocabulary was greater at each dictation speed level from 80 to 100 words a minute than from 100 to 130.
- 3. General scholastic ability is only remotely related to ability in shorthand vocabulary. This study showed that there was practically no relationship between the scores on the English vocabulary sections of the general ability tests and the shorthand vocabulary index. Also, little or no direct relationship was discerned between grade-point average and shorthand vocabulary index.
- 4. There is a substantial relationship between achievement in shorthand dictation and general scholastic ability. Without an exception, the study showed that a similar relationship prevailed between the shorthand dictation rate and each of the measures of general scholastic ability. The desired end product of shorthand dictation is a completed mailable transcript. Ability to produce a mailable transcript from shorthand notes is comprised of a composite of separate abilities in English vocabulary, word meanings, spelling, grammar, sentence structure, and typewriting. Several of these separate abilities are also factors comprising general scholastic ability. Therefore, high-level general scholastic ability should contribute significantly to the ability to produce mailable transcripts from shorthand notes.
- 5. The close relationship between general scholastic ability and shorthand dictation achievement was also found at five of the six different levels of dictation speed (from 80 to 130 words a minute). The exception was the 130-word level, which was probably affected by the small number of cases at this level. In general, students having low-level general scholastic ability were unable to attain average or above-average shorthand dictation rates. Usually, students with high-level scholastic ability attained high-level dictation rates.

Conclusions.

1. The objective of shorthand instruction is the development of an acceptable shorthand dictation rate and the ability to produce a high-quality transcript in a

(Please turn to page 27)

FABORN ETIER, Editor University of Texas, Austin, Texas

TYPEWRITING 1961

Contributed by FRED E. WINGER Oregon State College, Corvallis, Oregon

Much has been happening in typewriting in recent years, and yet, alert teachers of typewriting seem to be in surprisingly close agreement on most of the important issues. Why not take a few minutes now and see how aware you are of some of the things that are happening?

Typewriting programs are changing. Typewriting is one course in business education that has not had to suffer too much from the "sputnik" spree. However, the usual situation where the student took a year or two in senior high school and then possibly a refresher in business school or college is undergoing some noticeable changes.

Elementary school typewriting programs are being actively studied once again, and there is a possibility that regular courses, special textbook materials, and definite teaching procedures for that level, will eventually evolve from this research. The value of such courses depends upon the teacher and the equipment used.

Junior high school typewriting has definitely "arrived" and the number of courses and total enrollment are increasing rapidly. The aims tend to be academic, exploratory, prevocational, or language arts. Success here depends more upon the well-prepared and interested teacher than anything else.

Teen-age typewriting programs in the summer, and to some extent in the regular school year, in the public and business schools, have now become commonplace and provide personal-use, exploratory, and prevocational instruction for this age group.

Senior high school typewriting, although still heavy with four-semester offerings, is showing strong tendencies toward two- and three-semester courses, with the second year or fourth semester pointed toward clerical practice in name as well as practice.

The typewriting classroom is becoming better equipped. Several makes of typewriters, with open keyboards and elite type (and with distinctive type styles), are prevalent. Sturdy desks that are adjustable or of varying heights are accompanied by adjustable chairs in the better equipped rooms. The demonstration stand, stop watch, interval timer, and room clock are all vital to the effective teacher. Proper lighting and copy holders add to the progress of the student. Batteries of electric typewriters are rapidly becoming a part of the total program.

Typewriting teachers get worthwhile results through better methods. The typical teacher uses open keyboards, does

not depend upon charts, and completes the introduction of the letter portion on the keyboard in about two weeks. He pauses a while before presenting the number row, and then starts an organized program designed to develop the best skills possible in the shortest period of time. The technique approach predominates throughout the course, and speed and accuracy are developed concurrently through a well-balanced system of skill building and production typewriting.

The ideal goal, of course, is speed with accuracy as a result of insistence upon proper techniques. It probably should be pointed out that accuracy has become more significant with the development of data processing equipment, but this does not presuppose the need for a return to anything resembling the *perfect-copy* approach. Quality goals are established in the beginning which call for a high standard of accuracy, coupled with speed improvement and a reasonable balance maintained all along the way—never forgetting the significance of proper techniques.

The student is important too. The well-organized course, the properly-equipped classroom, and the well-prepared teacher, add up to little without consideration for the basic needs of the student. The course must be interesting, varied, and effective—the student must be challenged to strive for constant self-improvement (not merely to meet the capacities of the average student)—and the measurements used and evaluations assigned must mean something to the student. The student who gains acceptable skills through a good skill-building program, is required to test these skills on practical production problems, and thereby attains an employable or functional standard, actually provides the final measure of the effectiveness of "typewriting 1961."

There are many new developments on the horizon. We could very well consider the growing demand for televised typewriting instruction, the use of tapes and records in the typewriting classroom, the improved features of the present and future textbooks, the possible need for homework in typewriting, general education typewriting versus vocational typewriting, the danger of permitting larger and larger enrollments within a class, the need for more research in the areas of reading for typewriting, pattern responses, skill-building, production typewriting, and the like, but each of these might well be the subject of a complete article.

At any rate, as interested and professional teachers of typewriting, let us never forget that typewriting is, and always has been, one of the most valuable courses in the curriculum and it is our responsibility to see that it continues to justify this very important position.

R. NORVAL GARRETT, Editor Southeastern Louisiana College, Hammond, Louisiana

ARE YOU PADDING YOUR PAYROLL TEACHING?

Contributed by ALVIN C. BECKETT San Jose State College, San Jose, California

The basic assumption that all businesses must pay their employees is challenged by few, if any, teachers of business subjects. The entry initially taught to students of bookkeeping and accounting who are more concerned with cash than salary expense is ordinarily "debit wages, and credit cash." Such an entry is fine at this time for there is no desire to inject complications at this point in the course. However, is this entry really correct? If so, what kind of business are we running?

The realization that employees are offered a given salary less deductions dawns upon students after they have mastered 15 to 20 chapters of their textbooks. At this point, the textbooks advise that portions of salaries are withheld for F.I.C.A. (social security) and withholding taxes, and often for other items such as bonds, hospitalization, union dues, and the like.

Do you teach this? Let us assume that your state requires just F.I.C.A. and withholding tax deductions from employees in covered businesses. What are you instructing your students to use as the bases for these deductions? If your school is still using the eleventh edition of a textbook which says "deduct 1½ percent for F.I.C.A. on the first \$4,200 earned by each employee," is this what you tell your students to do? Possibly your book is more modern and the percentage is amended to read "2½ percent on the first \$4,800." Is this the correct figure? If you think so, call your nearest Social Security Administration office and discover what the current rate is.

How about the line in your payroll problem which advises the student that "John Smart," who has four dependents and has earned \$120 this week, should have \$6.20 deducted from his pay for withholding taxes." Should this deduction be larger, smaller, or is it correct as it stands? What should the deduction be if a person earns \$96.40? \$136.90? \$210.60?

Quite obviously, the information given for problems in the textbook often does not match current business practice. Furthermore, the solutions for these problems do not anticipate any changes in laws throughout the intended life of the textbook.

Be realistic! The teacher's manual is not wholly inaccurate. The payroll solutions should be correct as far as the completion of the gross pay extensions. A little work on your part can modernize the remainder of each of these payroll problems in a matter of minutes if you will

do the following: (a) use the current F.I.C.A. rate—deduct 3 percent on the first \$4,800, and (b) obtain a copy of the employer's withholding tax booklet and use the intended deduction for each employee's salary. Employ the help of a 10-key adding machine and your extensions will speed across horizontally and columns will total vertically in seconds.

When you seek a copy of the employer's withholding tax booklet from your nearest Internal Revenue Service office, it is just as easy to request and secure enough additional copies for your entire class. Without a doubt, your students will certainly know why these deductions are mandatory after they are privileged to use this booklet.

Go all the way! The payroll deductions vary considerably from state to state. For example, in California a deduction of 1 percent on the first \$3,600 earned by employees "in covered industries" is made for State Disability Insurance. The employer pays 2.7 percent for state unemployment on the first \$3,000 earned by these same employees and .3 percent for federal unemployment—unless his reserves permit a reduction in rates. Have your students use the current and complete information applicable within their state.

As a final word of caution, remember to change the journal entries, too, in the teacher's manual. Then your teaching will be abreast of actual business practice.

Now available in reprint form

Adult Classes in Business Education

Articles Include:

Adult Classes in Business Education

Teaching Adult Classes

Adult Classes in Typewriting

Adult Classes in Basic Business

Adult Classes in Bookkeeping

Adult Classes in Shorthand

Adult Classes in Distributive Education

A Statewide Program of Adult Classes in Business Education

Reprinted from January 1961 BUSINESS EDUCATION FORUM. 24 p. \$1.00

UBEA—1201 16th Street, N.W. Washington 6, D. C.

AGNES LEBEDA, Editor Iowa State Teachers College, Cedar Falls, Iowa

TRACKING—A DEVICE FOR BETTER BASIC BUSINESS TEACHING

Contributed by **BEATRICE CHURCHILL**Lake Oswego High School, Oswego, Oregon

In this age of increased emphasis in searching for the abler students and in upgrading the quality of students entering college, we have swung the pendulum toward concentration in academic subjects. We are ignoring the fact that not all students ultimately belong in college or will go to college. The question is, "Must we scrap electives such as general business and give all students concentrated doses of only mathematics, science, history, English, and foreign languages?" The answer is, "We need not."

As a teacher and counselor in a medium-size high school, I confront many academic problems among students. Our three-year senior high school of 700 students is not large enough for an adequate program for all of the students. An adequate program would offer a tracked curriculum.

A Tracked Curriculum. An example of tracking would be two sections of general business offered concurrently in any one period. One section would be a preparatory course for the serious student who can delve into the place of business in the American economy—What is it? What does it have? What is the citizens place in the economy? The other section would be for the slower student whose needs are for, adequate economic competency in the labor market and in the home.

A tracked curriculum is dividing students according to ability. It requires at least two sections of the same course. If the same teacher teaches both courses, the counselors and advisors must be careful to schedule students in the section provided for the student's ability—the rapid learners in the rapid section and the slow learners in the slow section. This method requires a comprehensive testing program in the school and counseling with the student and ideally also with the parents. If there are two instructors for the course, the two sections of general business can be offered at the same period and students transferred to the section in which they can learn the most according to their ability.

Tracking is the direction we are working toward in our department of business education. We became most aware of the needs of both types of students when restlessness was detected among some of the students in a general business class. They did not look particularly happy to be in the classroom—let alone to directing their attention to the lesson being presented.

The question was asked, "Is the approach to general business wrong or is the selectivity of the students composing the class wrong?" The students were dissatisfied and disappointed in what they found being taught in their high school classes. What did they expect to find? Their pattern of low achievement, poor attendance, boredom, and varying degrees of hostility did not assert itself suddenly.

Major Types of Students. In looking at the students, two major types were found. There was Ralph, for example. He was terribly bored and disinterested. He did enough to get by but was merely skimming the surface. This was disconcerting to the teacher because little if anything was being done to arouse his potential ability. He was not only wasting his time, but he was not growing intellectually. Actually, the experience was becoming harmful for him.

The other type of student was represented by Joe who, across the room, slouched at his desk. Why was Joe here or why wasn't he functioning? Not only was he vegetating in class, he was reluctant to learn in any of his classes. School was a prison to him, and he did not plan to be reformed when he was let out. Joe also exerted a good deal of influence over some of his classmates, for he was constantly distracting others in his efforts to prove his defiance towards learning.

There are a number of Ralphs—potentially superior students who have real purpose in wanting to know more about general business principles as a background for further courses in business and economics but who are not challenged and thus become discouraged.

There are a great number of Joes—defiant, hostile, reluctant, and inert. The mixture of Ralphs and Joes in the same class is a mistake. The same course content for both is unsatisfactory. Constant repetition and the slow approach necessary for the Joes is a discouraging and intolerant experience for the Ralphs.

The Solution. A teacher's obligation to both types of students is real; his desire to help both is genuine. We are finding our answer to a real problem by developing a tracked curriculum which will meet student needs and result in a happy solution for them as well as the teacher. It is in this way we can realize a most important educational objective—equal opportunity for all students and at the same time a creditable job of teaching.

The counseling department is developing a system of scheduling students by use of the tracking device. A teacher and a counselor have daily contacts with students who have an assortment of problems, abilities, interests, and socio-economic backgrounds. Many stu-

(Please turn to page 27)

ALVIN C. BECKETT, Editor San Jose State College, San Jose, California

THE FIRST FEW WEEKS OF SCHOOL FOR DISTRIBUTIVE EDUCATION STUDENTS

Contributed by **DONALD C. WILSON** Senior High School, Marshalltown, Iowa

Efficient planning and organization during the ten days prior to the opening of school gives the distributive education coordinator a running start on the placement of students. The first few days of school are quite unsettled, but by the third or fourth day of class the coordinator should have most of his students on jobs. Now begins the most crucial time. The students have jobs, but they need help in holding these jobs.

What should be done to help students successfully hold their jobs and to become smoothly working members of the distributive education program? Answers to these questions should be helpful to the distributive education student during the important first weeks of school.

The first concern is the necessity for getting off to a good start. Students should be told to be eager but humble when working at their training stations. A new person must be careful not to cause resentment among other workers or to expect special treatment. Enthusiasm, interest, and hard work gain acceptance and respect most effectively. A student is judged on performance more than anything else. If he does his work well and shows consideration for others, these attributes will serve him well.

The need for good work habits should be emphasized in class work. For example, the students can gain favorable recognition from their employers by reporting for work on time, and preferably a few minutes early. To gain further stature in the eyes of their new employers, each student should strive to be cheerful, show respect for all persons, be dependable, keep busy, and take suggestions graciously.

If the crucial first few weeks are handled skillfully, students will be on their way toward a beneficial and successful year. They will know what is expected of them on the job. Furthermore, they will have survived the trial period and will be on their way to job success if they continue to turn in a good steady performance.

Orientation. Students must be oriented to the distributive education program. They need to understand their responsibilities and duties with respect to the employer, the school, and their fellow students. These things can usually be presented through lectures supplemented by duplicated materials.

During the orientation period, concern for the rules to be enforced throughout the program, the benefits that a student can expect to receive, and the manner in which the program is operated should be emphasized.

There are two very important rules in any work-experience program. First, a student never decides to walk off the job or quit! The importance of working closely with the coordinator and keeping him informed of any serious problems arising on the job must be understood by the student. If the situation becomes too difficult, the coordinator can and will move the student to another training station. If the student finds it necessary to quit, he is automatically taken off the program and put back into the regular school program.

Second, the student must notify the coordinator early in the day if he plans to be absent from school. When the student is not in school in the morning, he must have the coordinator's permission to work at his job that afternoon. In a standard situation when a student is sick, he should communicate with the coordinator, and then he should telephone the employer. If a student is not in his morning class and has forgotten to call, the coordinator must check to see if the student is working. It is understood that if the student is found on the job, his job training grade is dropped one grade level. If it occurs a second time the grade drops again.

Advantages of Program. A program of work-experience has some definite advantages for a student. Such program benefits as personality development, development of saleable skills, help in making an intelligent occupational choice, familiarity with business, extra money, and development of abilities and habits that will transfer to any occupation should be emphasized.

The first few days should include an explanation to the students about the school credit they will receive for their supervised on-the-job training portion of the distributive program. Attendance records, weekly employment report, grading sheet, grade reports, and all the various reporting forms and records that are used should be explained at this time.

Good grooming is one area which should be included in the early weeks of school. Students must learn that (Please turn to page 27)

THEY ARE SWITCHING TO FORKNER ALPHABET SHORTHAND

Because ...

A full year or more is saved in training stenographers.

This gives time to develop other skills or for more general education.

(See Page 28)

MARGUERITE CRUMLEY, Editor

State Department of Education, Richmond, Virginia

WORK EXPERIENCE—A MUST FOR BUSINESS TEACHERS

Contributed by A. E. RIDDLE Colgate-Palmolive Company, New York, New York

Many years ago we were content with a horse and buggy; then came the one cylinder automobile patterned after a carriage; this was followed by the four cylinder car with windows and a rigid top; then came the longer wheel base and the six cylinder car achieving better performance. Today we find ourselves driving highpowered, streamlined automobiles over a vast network of highways. Office requirements and education have followed much the same road of development. At the turn of the century, clerical functions were simple, repetitive, and for the most part a grammar school education sufficed. But like the automobile, the demands in an office have changed with the advent of the typewriter, the adding machine, the complicated accounting machine, the punched card operations, and the intricate but speedy electronic computer.

Too frequently the cry is that computers and automation are eventually going to eliminate people from the office. This is not fact nor is it possible. These mechanical giants can do no more than help make an office more efficient. People are always going to be required but they will be of a different caliber. The new processes of business require clerical employees to be above the standards set in the past. These employees must be accurate, they must be fast, and they must be sure of what they are doing. Although the mechanical giants are fast, they cannot think.

Accuracy With Quality. As the economy changes and the complexities of business increase, the level of knowledge of those employed to work in an office must likewise attain a higher level. Business now requires that an employee be capable of performing more specialized functions with equal efficiency. Today, accuracy is imperative; speed with quality is a requirement. The ever-increasing cost of doing business, the constant lifting of salary levels, the unending pressures to hold price levels, plus a never ending squeeze on profits, dictates that if a business is to survive it must obtain a full day's work of high quality on time. The development of this knowledge is the high school and college contribution to business.

Disparity Between Theory and Practice. In discussing business requirements with teachers, it has been disappointing to discover the wide disparity between what goes on in business and what is being taught. How can those

who teach convey the ever-changing aspects of business, with the resultant variation in requirements, if the teacher's business knowledge is based primarily on textbooks? Academic and theoretical approaches can at the very best present only a general foundation, and can seldom, if ever, portray the seriousness of the problems as they exist. These problems continue to grow. It is imperative that the educational system keep pace with business if graduates are to fit readily into business. Teachers must continue research, preferably through exposure to actual experiences in business, in order to keep abreast of these changes. No one can relate experiences accurately that have not been encountered.

Work Experience. Having taught some phase of business for 10 years at a state university, it was observed that the most effective weapon employed to teach the subject under consideration was to compare actual day to day happenings in business with the principles contained in the textbook. A demonstration of how the textbook knowledge was used with the variations necessary to fit the peculiarities of business, put a real meaning to what the author has written. There is little value in accumulating a wealth of knowledge if it cannot be applied.

Businessmen have been lax in not carrying their employment problems and requirements back to the schools. Teachers are to be commended in seeking assistance from businessmen. Businessmen can assist the teacher in (a) developing courses of study, (b) reviewing textbooks, (c) expanding opportunities for teachers to work in business during summer months, (d) speaking to student groups, and (e) encouraging cooperation between the schools and business in the education of business students.

The requirements in business are high. The basic education of our youth is as important to the defense of our nation as the hydrogen bomb, the Polaris missile, or any other weapon of warfare. If our economy is to continue to progress, we must arm our students with the necessary weapons to meet the challenges as they come about each day.

THEY ARE SWITCHING TO FORKNER ALPHABET SHORTHAND

Because ...

There are no long word lists to memorize and recall; most words can be read when standing alone; the lessons are psychologically arranged; there are no rule exceptions.

(See Page 28)

Shorthand Vocabulary's Relationship to Dictation

(Continued from page 21)

reasonable length of time. Based upon the findings pertaining to shorthand vocabulary and shorthand dictation rate, it may be concluded that during the learning period continuous growth in shorthand vocabulary is a factor of major importance in the development of acceptable shorthand dictation rates.

If optimum growth in shorthand vocabulary is to be achieved, one of the primary objectives in shorthand instruction must be the building of shorthand vocabulary. This emphasis must be continuous from the beginning of shorthand instruction to the attainment of the ultimate speed standards. In this study, the slower rate of progress in shorthand dictation above 100 words a minute than from 80 to 100 words a minute may be partially due to a smaller increase in shorthand vocabulary ability at the higher dictation speed levels. The proportionately smaller growth in shorthand vocabulary at these levels may be attributed, in part, to a lessening of emphasis on the development of shorthand vocabulary.

2. The lack of influence of general scholastic ability on competency in shorthand vocabulary leads to the observation that apparently mastery of shorthand vocabulary requires abilities and capacities that are different from those required for mastery of general academic subject areas. Failure of students of high-level general scholastic ability to achieve high dictation rates may be due to the absence of the abilities peculiar to the mastery of shorthand vocabulary.

3. In general, achievement in shorthand dictation is directly proportionate to general scholastic ability. In practice, this means that the chance of attaining high dictation rates for students of below-average scholastic ability is relatively small.

The First Few Weeks of School

(Continued from page 25)

the proper care of the hands, face, and hair are extremely important. From this narrow definition of grooming the need for appropriate clothes and proper body care may be presented. The need for good grooming is reinforced by reading from textbooks, by viewing films, and through class discussions.

Personality Development. Most salesmanship textbooks contain enough information to provide a good foundation for personality study. Here students should discover what personality is and how it may be improved. Students should inventory themselves—a personality inventory check list will accomplish this purpose. This inventory is also a good discussion stimulator.

At this time, the *Detroit Retail Inventory Test* might be given in order to measure retail personality. This examination can provide a percentile ranking on each student with respect to personality. Thus, members of the class who need help and who must work the hardest on personality improvement may be recognized.

A unit on human relations is necessary too. The ability to get along with fellow employees is an essential attribute of a good worker. This unit will also provide an opportunity for a change of pace in class work.

During the first few weeks it seems wise to really keep these new job trainees busy. They are enthusiastic and want to succeed! Encourage them and emphasize excellence.

The Changing Business Program in the High School

(Continued from page 20)

brighter students might include one unit each of basic business, typewriting, and shorthand. If an additional unit were available it probably would be a course in secretarial office practice. Whatever learnings the student would attain in bookkeeping or recording activities would have to be integrated into the basic business course or to a lesser extent into the secretarial office practice course. This possible consequence is certainly not congenial to most business teachers. However, if effectively developed it might actually result in increased enrollment in this area.

Business teachers have within their own control, to a large extent, the destiny of business education. If they insist on maintaining the status quo there will be a slow regression toward less important status in the secondary school. It is true that clerical work is becoming ever more important in occupational life. However, if the business teachers are going to continue to have the opportunity to educate the increased number of initial clerical workers needed by business, they must prepare their students for the types of jobs that are available, rather than for the job skills that were required a decade ago.

A field of learning that is not changing is dull to learn about and uninspiring to teach. A field that is meeting new conditions and ruthlessly dropping antiquated learning is a growing and exciting field of learning. We have it in our power to assure the continued excitement of youth in secondary school business education if we but will—but we must do so before it is too late.

Tracking—A Device for Basic Business Teaching

(Continued from page 24)

dents who do not achieve and who are trying to find the right niche for themselves are often hampered by these various problems.

A tracked curriculum, if properly implemented, is a guidance device which can be used to meet the challenge of this generation and provide for better teaching to meet the needs of all types of students who will then become the best citizens they know how to be.

Education's Challenge. The challenge to educators today is to provide adequate education for the less able as well as for the more able student. We must not lose sight of the fact that all people cannot be leaders. There is merit in being good followers. It is they who provide the backbone and substance for the leaders to develop and from which to build our nation's economy and society.

NEW 1961 GREGG BOOKS

. . . available in February

1. APPLIED OFFICE TYPEWRITING, A Practice Set in Clerical Typing— Second Edition

By Frisch and Sivinski

Imaginative, new practice set for training stenographic and clerk typists. Realistic "Desk Organizer" contains forms, papers, and instructions for completing 55 varied clerical-typing jobs for 25 actual companies.

2. PERSONALITY AND HUMAN RELATIONS—Second Edition

By Sferra, Wright, and Rice

Non-technical, text-workbook that provides instruction in the basic concepts, principles, and procedures of personality development. Stresses importance of skill in getting along with people in all types of business and social situations.

3. PROGRESSIVE TYPEWRITING SPEED PRACTICE—Second Edition

By Mount and Hansen

168 timed-writing practice selections for building typewriting speed with accuracy. Excellent for group or individual practice. All selections are printed in extra large typewriter type and categorized according to length, speed, and difficulty. Contains 1-, 2-, 3-, and 5-minute selections, plus special 1-minute category for number- and symbol-typing practice in the context of business correspondence.

4. COLLEGE BUSINESS LAW— Second Edition

By Rosenberg and Ott

New, lively text giving students solid bedrock law in a fresh, modern way. Focuses on problems of young adults and beginning office workers. Contains previews, study guides, and case problems to stimulate student interest and comprehension. Tests, Workbook, Teacher's Manual and Key to follow.

5. PRINCIPLES OF BUSINESS EDUCATION—Third Edition

By Tonne

New text in the Gregg Professional Series for teachertraining classes—a must for the professional library of every business teacher. Contains many new and refined ideas and methods that bring results today, and in the brand-new era of business education that lies ahead. Gives helpful suggestions on developing courses of study, curriculum evaluation, vital modern issues, guidance, and many more. Helps both beginning and experienced teachers bring depth, imagination, and perspective to business education.

Write your Gregg office

GREGG PUBLISHING DIVISION McGRAW-HILL BOOK COMPANY, INC.

New York 36: 330 West 42 St. Chicago 46: 4655 Chase Ave. Corte Madera, Calif.: 201 Tamal Vista Dr. Dallas 2: 501 Elm St.



YOU TOO WILL SWITCH TO FORKNER ALPHABET SHORTHAND

Because . . .

You can learn the basic principles for teaching purposes in FOUR hours.

You will delight in the rapid progress your students make in becoming rapid, accurate transcribers.

You will be doing what some other major cities are doing—making the first break-through in shorthand in over 80 years.

Send the coupon below today for full information.

Name				
Address			*************************	
School	*********	·		
FORWALE			COMPANY	

FORKNER PUBLISHING COMPANY, INC.

106 Morningside Drive New York 27, New York



ubea

NATIONAL, REGIONAL, AND AFFILIATED ASSOCIATIONS

The announcements of meetings, presentation of officers, and news of special projects of the United Business Education Association, UBEA Divisions, unified regional associations, and the affiliated state and local associations are presented in this section of BUSINESS EDUCATION FORUM. UBEA is a Department of the National Education Association. The UBEA unified regional associations are autonomous groups operating within the framework of the national organization; each unified association is represented by its president at meetings of the UBEA Executive Board. Affiliated state and local associations cooperate with UBEA in promoting better business education; each affiliated association has proportional representation in the UBEA Representative Assembly.

UBEA REGIONAL ASSOCIATIONS

Central Region of UBEA Eastern Region of UBEA Mountain-Plains Business Education Association Southern Business Education Association Western Business Education Association

UBEA AFFILIATED ASSOCIATIONS

Alabama Business Education Association Arizona Business Educators Association Arkansas Education Association, Business Education, Section

California Business Education Association
Chicago Area Business Educators Association
Colorado Business Education Association
Connecticut Business Educators' Association
Delaware Commercial Teachers Association
Florida Business Education Association
Georgia Business Education Association
Greater Houston Business Education Association
Idaho Business Education Association
Illinois Business Education Association
Indiana State Teachers Association, Business
Education Sections

lowa Business Education Association
Kansas Business Teachers Association
Kentucky Business Education Association
Louisiana Business Education Association
Maryland Business Education Association
Michigan Business Education Association
Minnesota Business Education Association
Mississippi Business Education Association
Missouri State Teachers Association, Business
Education Section

Montana Business Teachers Association Nebraska Business Education Association Nevada (Northern, Southern) Business Education Association

New Hampshire Business Educators Association New Jersey Business Education Association New Mexico Business Education Association North Carolina Education Association, Department of Business Education

North Dakota Business Education Association
Ohio Business Teachers Association
Oklahoma Business Education Association
Oregon Business Education Association
Pennsylvania Business Educators Association
Philadelphia Business Educators Association
St. Louis Area Business Educators Association
South Carolina Business Education Association
South Dakota Business Education Association
Tennessee Business Education Association
Texas Business Education Association
Tri-State Business Education Association
Utah Business Education Association
Washington (Eastern, Central, and Western)
Business Education Association

West Texas Business Teachers Association West Virginia Business Education Association Wisconsin Business Education Association Wyoming Business Education Association

National Business Entrance Tests

Information concerning the 1961 National Business Entrance Testing Program has been distributed to administrators of the 1960 Official Testing Centers and to other persons who have expressed an interest in the program. The successful procedures used in recent years will be followed in 1961.

Again, thousands of business students will have an opportunity to take advantage of effective measurement of marketable productivity in the basic office skills. The NBETesting program is unique. Business teachers can select tests to measure their students in the five major office skills—bookkeeping and accounting, general office clerical including filing, machine calculation, stenography, and typewriting. A test on business fundamentals and general information is administered to each of the participants.

Two Official Series of Tests are included in the 1961 program. The 2000 Series tests, copyrighted in 1959, are one-hour tests while the 2100 Series tests, copyrighted in 1960, are two-hour tests. April, May, and June are the months designated for administering the National Business Entrance Tests for the official correction service. There are four scoring centers serving the various geographical areas of the United States and Canada (FORUM—Dec. '60, p. 45).

The procedure for operating an Official Testing Center is simple. The steps to follow are:

- 1. Register the Testing Center with the Joint Committee on Tests (UBEA); a minimum of five students, no maximum; one school alone or two or more schools can combine to form a Center
- 2. Arrange with the examinees to take the tests near the end of the school year
- 3. Establish a date for the testing and order the tests (order forms will be sent upon request)
- 4. Administer the tests and forward them to the Official NBETests Scoring Center nearest to you
- 5. Make the presentation of awards to the examinees who pass.

ISBE Economic Course

Bern, Switzerland, has been selected as the host city for the 33rd International Economic Course sponsored by the International Society for Business Education. The announcement was made to members of the U. S. Chapter of the Society through the International Review for Business Education, the official publication of ISBE.

The first part of the program opens on July 25 with lectures on Switzerland's economic and political life. The remainder of the schedule includes:

July 26-27: Discussion on business education for apprentices and clerks; lectures, reports, visits, exchange of views in small groups; all day trip to Zurich and a visit to the new mercantile school on the college level.

July 28-29: Lectures and visits regarding the watch industry, agriculture, power industry, chocolate industry; all day trip to the Jura Mountains and to a power station in the High Alps.

July 30: A choice of three trips— Lucerne, Interlaken, Three Lakes.

July 31-August 1: Discussions on business education at local colleges and universities; lectures, reports, visits, exchange of views in small groups; all day trip to Lausanne and Vevey, visit to Nestlé's School and lectures by leading managers in commerce and industry.

August 2-3: Lectures and visits regarding engineering industry, chemical industry, and textile industry; all day trip to Basle. This is followed by the famous farewell dinner.

The second portion of the program includes trips through Switzerland. A three or four day tour is available.

The number of participants in the Course is limited to 200 persons. Application to attend the Course should be made to the Permanent Office of the Society in Switzerland not later than April 1, 1961. Members of the U. S. Chapter desiring to register for the Course should request an application form from the UBEA Headquarters Office.

A European Workshop in Business Education, open to a limited number of (Please turn to next page) members of the U. S. Chapter of ISRE, will be conducted by The Pennsylvania State University. The Workshop has been arranged so as to include the International Economic Course. Dorothy H. Veon, professor of education at the University, is director of the Workshop.

The purposes of the Workshop are (a) to study European resources primarily of interest to teachers of business education, especially in the area of business and economics; (b) to meet and participate in discussions with students, governmental officials, and businessmen in Europe with regard to culture, history, and current educational and political movements in the countries visited; and (c) to develop a better understanding of international relations existing in the world today. Three credits will be granted for completion of the course.

The group will depart from New York City on June 21. The itinerary includes June 23-25, Scotland; 26-30, London area; July 1-2, Amsterdam; 3, Brussels; 4-6, Paris; 7-9, Frankfurt; 10, Heidelberg; 11-12, Munich; 13, Innsbruck; 14-15, Venice; 16-17, Assisi; 18-20, Rome; 21-22, Florence; 23-24, Milan; and 24, Bern for the beginning of the International Economic Course.

International Division of UBEA

In cooperation with the U. S. Chapter of the International Society for Business Education (a Division of UBEA), the Society is providing an English summary for each article in the *International Review for Business Education*. This service of the U. S. Chapter is on an experimental basis with the hope that it will make the publication more useful to the members.

Membership in the U. S. Chapter is available to UBEA members at \$1.50 a year and to nonmembers of UBEA at \$3 a year. Benefits include receipt of the *International Review* and the privilege of attending the annual International Economic Course.

An annotated bibliography of articles devoted to international business education is in process. The bibliography is being prepared under the direction of Dorothy Veon, The Pennsylvania State University, University Park, and will be available to ISBE members soon.

The U. S. Chapter of ISBE will hold its annual meeting at 10:30 a.m., February 23, at the Conrad Hilton Hotel in Chicago. The meeting will be in conjunction with the other professional divisions of UBEA.

UBEA Executive Board

The annual meeting of the Executive Board of the United Business Education Association is scheduled to open on February 25, in Chicago, Illinois, immediately following the close of the convention of the four UBEA Divisions.

The membership of the UBEA Executive Board (see photographs pages 31-33) is composed of (a) the president, vice-president, treasurer, and immediate past-president of UBEA—the executive director is an ex-officio member; (b) the presidents of each of the four professional divisions of UBEA—administrators, research, teacher education, and international; (c) three members from each of the five UBEA geographical regions; and (d) presidents of each of the UBEA unified regional associations.

Among the topics scheduled for discussion at the meeting are matters of policy affecting the Association and its activities, recommendations submitted through the regional representatives, Association membership activities, election of officers, and a review of UBEA's major activities with a view toward future activities and plans of the Association.

Announcing the

1961 Professional Award In Business Education

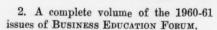
The United Business Education Association announces the 1961 Professional Award in Business Education available to business education graduates. The Professional Awards Program, now in its seventh year, has received national recognition as an outstanding contribution to business teacher education.

The Award is to be made to the outstanding graduate of the business education curriculum at each teacher education college or university which is a member of the National Association for Business Teacher Education.

The Professional Award for outstanding achievement consists of:

1. A one-year Comprehensive Service membership in UBEA. This includes membership in the united associations and the four UBEA Divisions plus a year's subscription to Business Education Forum, The National Business Education Quarterly, and bulletins.

AWARD WINNER . . . Kay E. Cherberg, University of Washington, Seattle, was one of 215 outstanding business education students who received the UBEA Professional Award in Business Education in 1960. Shown congratulating Miss Cherberg are Robert Briggs (left), head, Department of Business Education, and Francis F. Powers (right), Dean, College of Education. Miss Cherberg, daughter of Lt. Governor and Mrs. John Cherberg, is now teaching in Seattle.



3. A special simulated-leather binder for filing two volumes of the FORUM for future reference.

4. An attractive Award of Merit certificate suitable for framing.

The sponsors sincerely hope the Award will help to stimulate professional interest and development through active participation in professional organizations.



Representatives of the NABTE member schools should select their candidate now. This will insure delivery of the Award materials prior to graduation. Please send the nomination not later than March 30 to Hollis Guy, Executive Director, United Business Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C.

The Professional Award in Business Education meets a long standing need for an award with a professional emphasis. SERVING BUSINESS EDUCATION

In All Areas and At All Levels

> International National Regional State Local



GLADYS BAHR New Trier Township High School, Winnetka, Illinois, UBEA President



MILTON C. OLSON

State University, College of Education at Albany, New York, UBEA Past-President



PARKER LILES
Georgia State College of Business Administration, Atlanta, UBEA Vice-President



VERNON V. PAYNE
North Texas State College, Denton
UBEA Treasurer



HOLLIS GUÝ NEA Educational Center, Washington, D. C. UBEA Executive Director



RUSSELL J. HOSLER The University of Wisconsin, Madison NABTE President, 1959-61



DONALD TATE
Arizona State University, Tempe
International Division President, 1959-61



MARY ALICE WITTENBERG
Los Angeles City Schools; Administrators
Div. Pres., 1959-61; Western Region, 1958-61



MARY ELLEN OLIVERIO
Teachers College, Columbia Univ.; Research
Div. Pres., 1959-61; Eastern Region, 1959-62



REED DAVIS
West Virginia Institute of Technology,
Montgomery, SBEA President, 1961



EDITH T. SMITH Lewis and Clark College, Portland, Oregon, WBEA President, 1960-61



GERALD PORTER University of Oklahoma, Norman, MPBEA President 1960-61; MP Region, 1959-62



F. WAYNE HOUSE University of Nebraska, Lincoln Mountain-Plains Region, 1958-61



F. KENDRICK BANGS University of Colorado, Boulder Mountain-Plains Region, 1960-63



VERNON ANDERSON Murray State College, Murray, Kentucky Southern Region, 1958-61



Z. S. DICKERSON Madison College, Harrisonburg, Virginia Southern Region, 1959-62



HARRY HUFFMAN Virginia Polytechnic Institute, Blacksburg Southern Region, 1960-63



FRANK W. LANHAM University of Michigan, Ann Arbor Central Region, 1960-63



LORRAINE MISSLING
Nicolet High School, Milwaukee, Wisconsin
Central Region, 1958-61



ARNOLD CONDON University of Illinois, Urbana Central Region, 1959-62



RALPH C. ASMUS
Phoenix College, Phoenix, Arizona
Western Region, 1960-63



CLISBY EDLEFSEN Boise Junior College, Boise, Idaho Western Region, 1959-62



CLARENCE SCHWAGER

Greenwich High School, Greenwich, Connecticut, Eastern Region, 1959-61



JAMES G. BROWN University of Maryland, College Park Eastern Region, 1960-63

Eight Major Services of the United Business Education Association

1. Publications
Business Education Forum
The National Business Education
Quarterly
Future Business Leader
NABTE Bulletin

2. Professional Divisions
Teacher Education
International
Research
Administrators

3. Regional Associations
Southern Business Education
Association
Western Business Education
Association
Mountain-Plains Business Education
Association
Central Region of UBEA
Eastern Region of UBEA

4. Testing Program
National Business Entrance Tests
Students Typewriting Tests

Student Program
 Future Business Leaders of America
 Phi Beta Lambda and College FBLA
 Professional Award in Business
 Education

6. Affiliated Associations Forty state associations Eight area associations Three local associations

7. Cooperating Organizations
NEA and NEA Units
Delta Pi Epsilon
Joint Council on Economic Education
American Institute of Men's and Boys'
Wear

8. National Headquarters Office

CONDENSED PROGRAM

JOINT MEETING

National Association for Business Teacher Education and International Division of UBEA **UBEA Research Foundation** Administrators Division of UBEA

> Conrad Hilton Hotel, Chicago, Illinois February 23-25, 1961

Theme:

New Dimensions in the Preparation of Business Teachers

Thursday, February 23

10:30 a.m.-11:45 a.m.-International Division of UBEA and U. S. Chapter of ISBE, General Session

Presiding: DONALD J. TATE, President, International Division of UBEA, Arizona State University, Tempe

Theme: Effective Leadership in World Education

Speakers:

NORMAN LANGE, Director of Student-Teaching and Placement, Montclair State College, Upper Montclair, New Jersey-"Problem Areas in World Education"

Discussion Leader: ELIZABETH VAN DERVEER, vice-president, International Division of UBEA, Montclair State College, Upper Montclair, New Jersey

Recorder: ROBERT POLAND, secretary, International Division of UBEA, Michigan State University, East Lansing

Report on International Economic Course: ADRIENNE FROSCH, Lafayette High School, Brooklyn, New York

2:00 p.m.-3:15 p.m.—First NABTE General Session

Presiding: Russell J. Hosler, President, NABTE, The University of Wisconsin

Keynote Address: "Issues, Problems, and Challenges in Teacher Education"

DONALD P. COTTRELL, Dean, College of Education, The Ohio State University, Columbus

3:30 p.m.-4:30 p.m.—NABTE Discussion Groups

Discussion of Issues, Problems, and Challenges in Teacher Education as Related to the Preparation of Business Teachers

(See list of discussants on pages 35-36, 42)

GROUP 1-Dimensional Challenges of General Education Related to the Preparation of Business Teachers

Leader: MEARL R. GUTHRIE, Bowling Green State University, Bowling Green, Ohio

Resource Person: VANCE LITTLEJOHN, Woman's College, University of North Carolina, Greensboro

Recorder: ELEANOR MALICHE, Ferris State Institute, Big Rapids, Michigan

GROUP 2—Dimensional Challenges of General Professional Education Related to the Preparation of Business Teachers

Leader: CLOYD ARMBRISTER, Concord College, Athens, West Virginia

Resource Person: ELVIN S. EYSTER, Indiana University, Bloomington

Recorder: O. WILMER MAEDKE, Northern Illinois University, DeKalb

GROUP 3—Dimensional Challenges in Student Teaching Related to the Preparation of Business Teachers

Leader: FRANK E. LIGUORI, University of Cincinnati, Cincinnati, Ohio

Resource Person: HELEN E. GIBBONS, Indiana University, Bloomington

Recorder: LUCY ROSE ADAMS, Florida A. & M. University, Tallahassee

GROUP 4—Dimensional Challenges in Methodology Related to the Preparation of Business Teachers

Leader: George W. Anderson, University of Pittsburgh, Pittsburgh, Pennsylvania

Resource Person: ELIZABETH T. VAN DERVEER, Montclair State College, Upper Montclair, New Jersey

Recorder: MARTHA DREW, Eastern Illinois Univ., Charleston

GROUP 5-Dimensional Challenges in Subject Matter Fields of Business Related to the Preparation of Business Teachers Leader: DAVID G. GOODMAN, Ferris State Institute, Big Rapids, Michigan

Resource Person: CARLOS HAYDEN, University of Houston, Houston, Texas

Recorder: IROL W. BALSLEY, Louisiana Polytechnic Institute, Ruston

4:30 p.m.-5:00 p.m.—Get Acquainted Meeting

7:45 p.m.-9:30 p.m.-UBEA Research Foundation, General Session

Presiding: MARY ELLEN OLIVERIO, President, UBEA Research Foundation, Teachers College, Columbia University, New York, New York

Theme: New Directions from Research Studies in Business Education

Participants:

George Anderson, University of Pittsburgh, Pittsburgh, Pennsylvania, secretary of UBEA Research Foundation-Typewriting in the Junior High School: A Progress Report of the Research Foundation Study

ESTHER ANDERSON, University of Toledo, Toledo, Ohio, "How Effective are High School Bookkeeping and Shorthand

as Indicators of College Business?"

DALE D. ATWOOD, University of North Dakota, Grand Forks, "The Selection of Instructional Topics for Typewriting Methods Courses at the Undergraduate and Graduate Levels"

GEORGE HAMMER, Fairleigh Dickinson University, Rutherford, New Jersey, "The Role of the Research Study in Meeting the Aims of the Ed.D. Program in Business Education"

MILDRED HILLESTAD, Northern Illinois University, DeKalb, "Investigation of Factors Which Contribute to the Difficulty of Shorthand Dictation Material"

LEONARD WEST, Southern Illinois University, Carbondale, "Straight-Copy Skill as a Factor in Proficiency at Job-Type Activities"

Friday, February 24

9:00 a.m.-10:15 a.m.—Second NABTE General Session

Presiding: Russell J. Hosler

Keynote Address: "Identification and Evaluation of Subject Matter Elements in Business Teacher Education"

LEWIS R. TOLL, Chairman, NABTE Research Committee, Illinois State Normal University

Report of NABTE Committee on Curriculum Planning, Guidance, and Teaching Methodology

LYLE MAXWELL, Northern Illinois University, DeKalb PAUL LOMAX, (Professor Emeritus, New York University), Maplewood, New Jersey

RUTH ANDERSON, North Texas State College, Denton LLOYD V. DOUGLAS, Iowa State Teachers College, Cedar Falls

MILTON C. OLSON, State University, College of Education at Albany, New York

PETER G. HAINES, Michigan State University, East Lansing

10:30 a.m.-11:30 a.m.—NABTE Discussion Groups

Discussion of Problems in Specific Areas as Related to the Preparation of Business Teachers (See list of discussants on pages 35-36, 42)

GROUP 6-Student Teaching and Other Laboratory School Experiences for Future Business Teachers

Leader: Dorothy Travis, University of North Dakota, Grand

Resource Person: Lyle Maxwell, Northern Illinois University, DeKalb

Recorder: SARA ANDERSON, Madison College, Harrisonburg, Virginia

GROUP 7-Education for Curriculum Planning, Guidance, and Teaching Methodology for Future Business Teachers

Leader: PAUL MUSE, Indiana State Teachers College, Terre

Resource Person: PAUL S. LOMAX, (Professor Emeritus, New York University), Maplewood, New Jersey

Recorder: MARY ALICE WITTENBERG, Los Angeles City Schools, Los Angeles, California

GROUP 8—Secretarial Education for Future Business Teachers Leader: MARY ELLEN OLIVERIO, Teachers College, Columbia University, New York, New York

Resource Person: RUTH I. ANDERSON, North Texas State College, Denton, Texas

Recorder: Eugene D. Wylle, Southern Illinois University, Carbondale

GROUP 9—Accounting and Mathematics for Future Business **Teachers**

Leader: M. HERBERT FREEMAN, Montclair State College, Upper Montclair, New Jersey

Resource Person: LLOYD V. DOUGLAS, Iowa State Teachers College, Cedar Falls

Recorder: Wilson Ashby, University of Alabama, University

GROUP 10—Basic Business Education for Future Business Teachers Leader: S. JOSEPH DEBRUM, San Francisco State College, San Francisco, California

Resource Person: MILTON C. OLSON, State University, College of Education at Albany, New York

Recorder: DEAN R. MALSBARY, University of Connecticut, Storrs

GROUP 11—Distributive Education for Future Business Teachers Leader: RALPH MASON, University of Illinois, Urbana

Resource Persons: Peter G. Haines, Michigan State University, East Lansing

JOHN A. BEAUMONT, U. S. Office of Education, Washington,

Recorder: WARREN MEYER, University of Minnesota, Minne-

12:15 p.m.-2:00 p.m.-Fellowship Luncheon

Presiding: Russell J. Hosler, President, NABTE, and GLADYS BAHR, President, United Business Education Association, New Trier Township High School, Winnetka, Illinois

Speaker: LAWRENCE G. DERTHICK, Assistant Executive Secretary, National Education Association, Washington, D. C. (Former Commissioner of Education, United States Department of Health, Education, and Welfare)

2:15 p.m.-3:45 p.m.-Administrators Division of UBEA, General Session

Presiding: MARY ALICE WITTENBERG, President, Administrators Division of UBEA, Los Angeles City Schools, Los Angeles, California

8:00 p.m.-9:30 p.m.—American Association of Colleges for Teacher Education, Joint Session

Address: The Honorable Luther H. Hodges, U. S. Secretary of Commerce, Washington, D. C.

Saturday, February 25

9:00 a.m.-10:45 a.m.—AACTE-NABTE, General Session

10:45 a.m.-Noon-NABTE Business Meeting and Closing Session of the Convention

Committee Reports:

Associated Organizations for Teacher Education, ELVIN EYSTER, Indiana University, Bloomington

Business Teacher Certification, ROBERT M. SWANSON, Ball State Teachers College, Muncie, Indiana

Promotion of College Division of FBLA, DOROTHY TRAVIS, University of North Dakota, Grand Forks

Scholarship, DONALD J. TATE, Arizona State University,

Nominations, John L. Rowe, University of North Dakota, Grand Forks

Election of Officers

PRINCIPAL DISCUSSANTS—NABTE DISCUSSION **GROUPS**

The numbers in parenthesis before each discussant's name indicate the discussion group sessions to which that person has been assigned. Discussion Groups 1 through 5 are scheduled to meet Thursday, February 23, from 3:30 to 4:30 p.m. Groups 6 through 11 will meet Friday, February 24, from 10:30 to 11:30 a.m.

- (3, 6) LUCY ROSE ADAMS, Florida A. and M. Univ., Tallahassee
- ESTHER ANDERSON, University of Toledo, Toledo, Ohio (5.11)
- (4.8)GEORGE W. ANDERSON, Univ. of Pittsburgh, Pittsburgh, Pa.
- (4, 8)RUTH ANDERSON, North Texas State College, Denton
- (1, 6)SARA ANDERSON, Madison College, Harrisonburg, Va.
- (2, 6)CLOYD P. ARMBRISTER, Concord College, Athens, W. Va. (2, 9)
- WILSON ASHBY, University of Alabama, University GLADYS BAHR, New Trier Township H. S., Winnetka, Ill. (4,10)
- (4,10)F. Kendrick Bangs, University of Colorado, Boulder
- (4, 7)KATHLEEN BARNARD, DePaul University, Chicago, Ill.
- (4,11)JOHN BEAUMONT, U. S. Office of Educ., Washington, D. C. (1, 6)
- ROBERT P. BELL, Ball State Teachers College, Muncie, Ind. ROBERT BENDER, Eastern Washington Coll. of Ed., Cheney (3,11)
- B. B. BEVENS, Southern State College, Magnolia, Ark. (5,11)
- EARLINE BINGHAM, Shickley Public School, Shickley, Nebr. (1, 7)
- (5, 6)JOHN E. BINNION, University of Denver, Denver, Colo.
- (3, 9)ROBERT W. BOECK, Lutheran High School, Racine, Wis. (4, 9)LEWIS D. BOYNTON, Central Conn. State Coll., New Britain
- (4, 7)MARY M. BRADY, Southern Illinois University, Alton
- (3, 6) WALTER A. BROWER, Rider College, Trenton, N. J.
- (3,10) JAMES G. BROWN, University of Maryland, College Park

- (1, 6) E. R. Browning, East Carolina College, Greenville, N. C.
- C. C. CALLARMAN, West Texas State College, Canyon (4, 7)
- (3, 6)MARY CANFIELD, University of Toledo, Toledo, Ohio
- (1,11)RUSSELL CANSLER, Northwestern University, Evanston, Ill. LEONARD CARPENTER, Portland City Schools, Portland, Ore. (1.11)
- (4, 8) DEANE M. CARTER, Colorado State University, Fort Collins
- CLEO CASADY, State University of Iowa, Iowa City (2.7)
- ALFREDA CLARK, Hastings High School, Hastings, Nebr. (3.6)
- HENRY M. COLLINS, Wisconsin State College, Whitewater (5, 7)
- (4, 8)L. M. COLLINS, IBM Corporation, New York, N. Y.
- ARNOLD CONDON, University of Illinois, Urbana (3, 8)(3.11)
- FRED S. COOK, Wayne State University, Detroit, Mich. (5, 7)GEORGE K. COOPER, Western Michigan Univ., Kalamazoo
- (1, 7)SARA B. CORDERY, Barber-Scotia College, Concord, N. C.
- DORIS H. CRANK, Illinois State Normal University, Normal (4, 7)
- CECILLE E. CRUMP, Tenn. A. & I. State Univ., Nashville (4, 7)
- (4, 7)DOROTHY E. CRUNK, Ball State Teachers Coll., Muncie, Ind.
- (2, 6)REED DAVIS, West Virginia Institute of Tech., Montgomery
- (1.10)S. Joseph DeBrum, San Francisco St. Coll., San Francisco, Calif.
- FRANCIS W. DEFEA, Idaho State College, Pocatello (5, 8)
- JOHN A. DETTMANN, University of Minnesota, Duluth (1, 9)
- (2,10)Z. S. DICKERSON, JR., Madison College, Harrisonburg, Va.
- LLOYD DOUGLAS, Iowa State Teachers College, Cedar Falls
- (4, 6) MARTHA DREW, Eastern Illinois University, Charleston
- (4, 8)ANN ECKERSLEY, Central Conn. State College, New Britain
- (1, 9)M. LLOYD EDWARDS, Kansas State Teachers Coll., Emporia
- H. G. ENTERLINE, Indiana University, Bloomington (1.11)
- (5, 8)HULDA ERATH, The Univ. of Southwestern Louisiana, Lafayette
- (2. 8)ELVIN S. EYSTER, Indiana University, Bloomington
- (4, 7)HAZEL A. FLOOD, State College, Mankato, Minn.
- THOMAS L. FOSTER, Utah State University, Logan (4, 7)
- (2.11) ELIZABETH FREEL, Miami University, Oxford, Ohio
- M. HERBERT FREEMAN, Montelair State Coll., Upper Mont-(4, 9)clair, N. J.
- INEZ FRINK, Florida State University, Tallahassee
- M. Adele Frisbie, Temple University, Philadelphia, Pa.
- (3, 9) R. NORVAL GARRETT, Southeastern La. Coll., Hammond
- (3,10) HELEN E. GIBBONS, Indiana University, Bloomington (5, 7)
- E. DANA GIBSON, San Diego State Coll., San Diego, Calif. (1,10)JAMES F. GIFFIN, Eastern Illinois University, Charleston
- EVA M. GLAESE, University of New Mexico, Albuquerque
- (5, 7)DAVID GOODMAN, Ferris State Inst., Big Rapids, Mich.
- J. E. GRATZ, Shippensburg State Coll., Shippensburg, Pa. ELIZABETH GREEK, Steelton-Highspire H. S., Steelton, Pa.
- HELEN H. GREEN, Michigan State Univ., East Lansing
- ROBERT B. GRIFFITH, University of Nebraska, Lincoln (3, 9)
- (1, 6)
- MEARL GUTHRIE, Bowling Green St. Univ., Bowling Green, Ohio
- (5,10) HOWARD L. HAAS, Montclair State Coll., Upper Montclair, N. J.
- (2,11) Peter G. Haines, Michigan State University, E. Lansing
- J. Curtis Hall, Auburn University, Auburn, Ala.
- (5, 8) EVELYN R. HALLMAN, Knoxville College, Knoxville, Tenn.
- J MARSHALL HANNA, Ohio State University, Columbus KENNETH J. HANSEN, Colorado State College, Greeley
- (4,10) ALICE M. HARRISON, Michigan State Univ., East Lansing
- JERALINE D. HARVEN, A. M. and N. Coll., Pine Bluff, Ark. (2, 6)
- (5, 8) CARLOS HAYDEN, Univ. of Houston, Houston, Tex. (1, 7)FRANK HERNDON, Miss. State Coll. for Women, Columbus
- WILLIAM C. HIMSTREET, Univ. of So. Calif., Los Angeles
- (5,10) THOMAS B. HOGANCAMP, Murray St. College, Murray, Ky.
- (4, 9) HARRY HUFFMAN, Va. Polytechnic Inst., Blacksburg, Va.
- (5, 8) ILICE IIO, Burbank Junior High School, Houston, Tex.
- (4, 8) HARRY JASINSKI, No. State Teachers Coll., Aberdeen, S. D.
- (3, 6) Bruce F. Jeffery, State College at Salem, Salem, Mass.
- GLADYS E. JOHNSON, Delta Kappa Gamma Society, Austin, Tex.

- (3, 6) Ellis J. Jones, Gustavus Adolphus Coll., St. Peter, Minn.
- (5, 9)BURTON KALISKI, State Univ., Coll. of Ed. at Albany, Albany, N. Y.
- (4, 7)CHARLES E. KAUZLARICH, NE. Mo. State Teachers Coll., Kirksville
- (1,10)ROBERT M. KESSEL, University of Idaho, Moscow
- (4, 8)BETTY KINGMAN, Evangel College, Springfield, Mo.
- (5, 7)MRS. RAY KINSLOW, Tennessee Polytechnic Inst., Cookeville
- ROBERT E. KRIEGBAUM, Univ. of Dayton, Dayton, Ohio (3.9)
- MARY JANE LANG, University of Missouri, Columbia (3, 8)
- FRANK W. LANHAM, University of Michigan, Ann Arbor (2, 7)
- (4, 7)A. J. LAWRENCE, University of Mississippi, University
- (1, 6)ELWOOD LAYMAN, University of Detroit, Detroit, Mich.
- ELIZABETH M. LEWIS, Kent State University, Kent, Ohio (1, 7)(3, 9)FRANK E. LIGUORI, Univ. of Cincinnati, Cincinnati, Ohio
- (4, 7)PARKER LILES, Georgia State Coll. of Bus. Admin., Atlanta
- (4, 7)ZENOBIA T. LILES, Georgia State Dept. of Educ., Atlanta
- HAZEL LINCOLN, Berea College, Berea, Ky. (4, 7)
- (1,10)W. J. LINCOLN, New Mexico Western College, Silver City
- VANCE T. LITTLEJOHN, The Woman's College, UNC, (1, 7)Greensboro, N. C.
- (4, 7) PAUL S. LOMAX, (Prof. Emeritus, New York Univ.), Maplewood, N. J.
- (5,10) ROBERT A. LOWRY, Oklahoma State University, Stillwater
- (2, 8)O. WILMER MAEDKE, Northern Illinois Univ., DeKalb
- (1, 7)ELEANOR MALICHE, Ferris State Inst., Big Rapids, Mich.
- (5,10) DEAN R. MALSBARY, University of Connecticut, Storrs
- (5.10)WARREN E. MARLEY, Winona State College, Winona, Minn.
- (5, 9)KENNETH E. MARTIN, Indiana University, Bloomington
- RALPH MASON, University of Illinois, Urbana (2.11)
- (3, 6)WILLIAM J. MASSON, State University of Iowa, Iowa City
- (3, 6)LYLE MAXWELL, Northern Illinois University, DeKalb
- (3, 6)MARGARET E. McCERN, Bloomsburg State Coll., Blooms-
- burg, Pa. (2, 6)LUCY D. MEDEIROS, Central Falls H. S., Central Falls, R. I.
- JAMES R. MEEHAN, Hunter College of City of New York (2.8)
- (4, 8)ELIZABETH MELSON, University of Illinois, Urbana
- (5,11)WARREN G. MEYER, University of Minnesota, Minneapolis
- HARLAN MILLER, Inst. of Life Insurance, New York, N. Y. (4.10)(2, 6)VELMA MILLER, University of Dayton, Dayton, Ohio
- (2, 8) IRMA V. MINIUM, Union College, Lincoln, Nebr.
- JOHN H. MOORMAN, University of Florida, Gainesville (1.10)
- (2.10)JOSEPH M. MORICZ, Marquette University, Milwaukee, Wis.
- (1, 7)ELLA F. MUNDON, Virginia State College, Petersburg
- (2, 7)PAUL MUSE, Indiana State Teachers Coll., Terre Haute VERNON A. MUSSELMAN, Univ. of Kentucky, Lexington (4, 9)
- (4, 8)Louis C. Nanassy, Montelair State Coll., Upper Mont-
- elair, N. J.
- (5,11)C. A. Nolan, Syracuse University, Syracuse, N. Y.
- MARY ELLEN OLIVERIO, Teachers Coll., Columbia Univ., (5, 8)New York, N. Y.
- (5, 9)M. ADELINE OLSON, State Teachers College, Mayville, N. D.
- (1,10) MILTON C. OLSON, State Univ., Coll. of Ed. at Albany, Albany, N. Y.
- JOHN W. OVERBEY, Radford College, Radford, Va. (1, 9)
- (5,10) ORVID J. OWENS, Nebraska State Teachers College, Wayne
- (2,11) JUANITA B. PARKER, W. Va. Wesleyan Coll., Buckhannon (1, 8) PERLE PARVIS, Hammond Tech. H. S., Hammond, Ind.
- ARTHUR S. PATRICK, University of Maryland, College Park (5,11)
- (5, 8) VERNON V. PAYNE, North Texas State College, Denton
- (1,10) CHARLES W. PECKE, Oak Park H. S., Oak Park, Mich. (5,10) JOHN PINEAULT, South-Western Pub. Co., Cincinnati, Ohio
- (3, 8) GERALD A. PORTER, The University of Oklahoma, Norman
- RAY G. PRICE, University of Minnesota, Minneapolis (4,10)
- (2, 8) HARVES RAHE, Southern Illinois University, Carbondale LOUISE REDDICK, Evangel College, Springfield, Mo. (5, 8)

(1, 7) MILDRED E. REED, University of Illinois, Urbana

(Please turn to page 42)

The Southern News Exchange

Published by the Southern Business Education Association, a Region of UBEA

Volume 9

February 1961

Number 2

CONVENTION BRIEFS

By Wilson Ashby University of Alabama, University

During the Thanksgiving Holidays, 1960, Atlanta, Georgia, was the center of business education in the Southern states as business educators assembled to discuss their problems and teaching experiences around the theme, "Business Education—A Challenge for All."

Most of Thursday morning was devoted to registration and friendly greetings among members of the association, and the UBEA Representative Assembly (Forum—Jan. '61, p. 22-23). Thursday afternoon, members had a choice of attending a typewriting demonstration, an instrument training demonstration, or a new audio-visual materials display for secretarial practice classes.

The convention officially got under way with the Fellowship Dinner Thursday night. Hulda Erath. The University of Southwestern Louisiana, Lafayette, president of SBEA, presided. Parker Liles, Georgia State College of Business Administration, Atlanta, chairman of the convention, welcomed the SBEA members. Elvin Eyster, Indiana University, Bloomington, spoke to the group on "Business Education in Transition." Dr. Eyster stated that signs on the horizon point to a more general education emphasis in the secondary school curriculum, the result being that more people in the upper 50 percent of their classes will be taking college preparatory courses and that this competition for students will mean a smaller percent of well qualified ones for the vocational business education program. The facts that high school counselors come from the academic programs and that we are now feeling the impact of the College Board examinations have caused the place of business education in the secondary school curriculum to face a serious challenge. Advanced courses are being moved upward in the curriculum to the point that they may in the near future be placed in the post high school period.

Gladys Bahr, New Trier Township High School, Winnetka, Illinois, president of UBEA, brought greetings to the convention participants on behalf of the Association.

At the first general session Friday morning Russell J. Hosler, The Univer-



SBEA OFFICERS . . . Association officers for 1961 are William Warren, Enka (North Carolina) High School, editor; Evelyn Gulledge, Banks High School, Birmingham, Alabama, second vice-president; James H. Wykle, Mississippi State College for Women, treasurer; Reed Davis, West Virginia Institute of Technology, president; Hulda Erath, The University of Southwestern Louisiana, past-president; Jeffrey Stewart, Virginia Polytechnic Institute, membership chairman; Elizabeth O'Dell, University of South Carolina, secretary; and James W. Crews, University of Florida, first vice-president.

sity of Wisconsin, Madison, keynoted the convention with his address on "The Challenges in Business Education." He stated that one of the results of the emphasis on general education over specialized education might be that some of the cultural aspects may be lost because of the pressure that is being exerted at the present time on students to study academic courses. There is a great need both for more economic literacy and for business teachers to have more information in related fields. He stated that present times call for a closer cooperation between the business education staff in the secondary schools and other departments in these schools. In his opinion, schools should offer classes for gifted students so that more content can be taught in less time. Also, business teachers should exert more influence on good high school seniors to continue their study of business on the collegiate level.

Divisional Meetings

At the close of the first general session four divisional meetings were held. The Secondary Schools Division's topic was "Meeting the Challenge by Teaching Business English." Discussion brought out that the teaching of business English is the responsibility of every business teacher. Clear, correct, intelligent, and direct communications require knowledge of grammar and correct use on the part of individuals. Incorrect communications

are costly. Students must be aware of the facts and mechanics involved in improving our skills of listening, writing, and speaking. Recognition of meaning, organization of thoughts, analysis of essentials, and clear enunciation are necessary for intelligent communication. Students must have the opportunity to learn the art of communication which will aid them socially and economically. Teaching them usage is important and can be done in all phases and subjects of business education.

The following officers were elected for the Secondary Schools Division: Sarah West, Sylvan Hills High School, Atlanta, Georgia, chairman; Ethel Plock, Ahrens Trade High School, Louisville, Kentucky, vice-chairman; and Marie Oesterling, Hewitt-Trussville High School, Trussville, Alabama, secretary.

The Junior Colleges Division's topic was "Placing the Secretary in the Framework of Business." The participants pointed out that the businessman wants to acquire a secretary having sufficient knowledge to enable her to exercise initiative in decision making. Initiative is just as important as having ability in the basic skills. The secretary should have a broad liberal education in order to keep abreast of the demands of business. Course selection in designing the curriculum for preparing secretaries should be carefully planned so that the secretary will receive a general education.

The following were elected as officers for the Division: Mary E. McCain, Averett College, Danville, Virginia, chairman; Roscoe D. Perritt, Middle Georgia College, Cochran, vice-chairman; and M. Elaine Graves, Perkinston Junior College, Perkinston, Mississippi, secretary.

The Colleges and Universities Division's topic was "Implications of Recent Forces and Trends in Collegiate Education." General agreements concluded from the discussion included the statement that change is not necessarily progress. Before curriculums are completely overhauled, much thought should be given to objectives of collegiate business education. Recent reports that have been published criticizing present collegiate business education were written by economists. Business educators should be cautious in allowing their programs to be shaped according to the dictates of a small group of theoretical economists. A few universities can afford to move all their courses in business administration to graduate level, while others cannot and probably should not make this move. We should have collegiate business education both for the masses and the elite - not "either-or." "Liberal education should not be fought but rather a proper balance between liberal and specialized or vocational education should be achieved. Business educators have allowed too much specialization to the detriment of basic education. All students will not be employed on a managerial level, and even if they were, they must have knowledge and specific information upon which decisions can be based.

The officers elected for the Colleges and Universities Division are Kenneth Roach, University of Georgia, Athens, chairman; Sara Anderson, Madison College, Harrisonburg, Virginia, vice-chairman; and William H. Durham, East Carolina College, Greenville, North Carolina, secretary.

Sectional Meetings

On Friday afternoon, five sectional meetings were held covering specific areas of interest. The Basic Business Section members discussed "Basic Business Education—A Challenge for All." The essential theme of the discussion was that basic business is being squeezed out of the high school curriculum. If this continues, a valuable opportunity will be lost in teaching economic concepts and understanding of the free enterprise system to students.

The Basic Business Section officers elected for next year are Kenneth Zimmer, Richmond Professional Institute, Richmond, Virginia, chairman; Sue Waddell, University of Alabama, University,

vice-chairman; and Jean McArver, Ashley High School, Gastonia, North Carolina, secretary.

The Administration and Supervision Section participants discussed "Administrators and Supervisors Accept the Challenge to Business Education." It was the belief of the panel that the business education curriculum is not in as crucial a position as appears on the surface. The curriculum in business education is experiencing many changes and ultimately these changes will result in the improvement of the business program. The participating audience agreed with this opinion

Officers elected for the Administration and Supervision Section are Richard D. Clanton, Louisiana State Department of Education, Baton Rouge, chairman; Lytle C. Fowler, University of Mississippi, University, vice-chairman; and Bernice L. Lovan, Titusville High School, Titusville, Florida, secretary.

The Clerical Practice Section's topic was "How To Dawdle Less and Teach More in Clerical Practice." Four methods of teaching clerical practice were suggested and discussed: teaching without the use of office machines, teaching by the case method, teaching by the project method, and teaching by the committee method. A demonstration was given in the use of the interview in teaching clerical practice and appropriate dress was illustrated by live models.

The following officers were elected for the section: Leon Ellis, Hillsborough High School, Tampa, Florida, chairman; Ellen Moore, Florence State College, Florence, Alabama, vice-chairman; and Doris B. Reid, Jordan Vocational High School, Columbus, Georgia, secretary.

The Bookkeeping and Accounting Section participants discussed "Case Problems for the Teaching of Bookkeeping and Accounting." The accounting and bookkeeping courses, particularly in the secondary schools, could make very good use of case problems in helping the student understand the real use of accounting in business. The problem method affords the student the opportunity to do some original thinking and planning in decision making.

Officers elected for the Bookkeeping and Accounting Section for next year are Harry Swain, Atlantic Christian College, Wilson, North Carolina, chairman; Eugene F. Egnew, Eastern Kentucky State College, Richmond, vice-chairman; and Marguerite Sherrill, Franklin County High School, Winchester, Tennessee, secretary.

The Secretarial Section's topic was "Education for Top-Level Secretarial Positions." The theme of this discussion was how to attract and how to develop high ability students for top-level secretarial positions. A student must have determination and a willingness to work hard to develop the qualities that are necessary to become a top-flight secretary. The secret of success is for a secretary to be ready for opportunities when they are presented. It was pointed out that top-level secretaries do not necessarily come from top-level high school and college students.

The following Sectional officers were elected: Irvin H. Cole, Florida State University, Tallahassee, Florida, chairman; Marjorie Kelchner, Winthrop College, Rock Hill, South Carolina, vice-chairman; and Marie Louise Hebert, Breaux Bridge High School, Breaux Bridge, Louisiana, secretary.

Second General Session

The Second General Session was held on Saturday morning. Issues and questions in business education were discussed by a panel. Many of the problems of business educators may be brought about by the lack of understanding on the part of their administrators. This may, in part, be remedied by inviting the school administrators to attend meetings of business teachers. Basic business education probably should know no grade level. It should be started in the elementary schools and should be continued on through adult life. Students should be kept aware of the current problems of government particularly as they pertain to business.

The Association members passed a resolution (FORUM—Jan. '61, p. ii) calling for UBEA to use its influence in behalf of a review of the National Defense Education Act to broaden its scope to include business education.

The following State Representatives were elected: Alabama—Marie Oesterling, Hewitt-Trussville High School, Trussville; Arkansas—Katherine S. Green, Arkansas State College, State College; Florida—Florence Beever, Andrew Jackson High School, Jacksonville; and Georgia—Edith Mulkey, Decatur High School, Decatur. They have three-year terms.

The 1962 convention of the association has been scheduled at the Buena Vista Hotel in Biloxi, Mississippi. The 1961 convention, the association's 39th annual meeting, will be held at the Galt Ocean Mile Hotel in Fort Lauderdale, Florida.

CONVENTION CALENDAR

National Meetings

UBEA Divisions-Teacher Education, International, Research, Administrators; Chicago, February 23-25

Future Business Leaders of America, Washington, D. C., June 11-13

Regional Meetings

Eastern Region of UBEA, New York, New York, March 10-11

Western Business Education Association, Spokane, Washington, April 6-8

Central Region of UBEA, Akron, Ohio, April 14-15

State and Area Meetings

Alabama Business Education Association, Birmingham, March 17

California Business Education Association, San Diego, March 25-27

Chicago Area Business Educators Association, February 25, March 25

Florida Business Education Association, Jacksonville, March 18

Georgia Business Education Association, Atlanta, March 24

Kansas Business Teachers Association, Salina, March 31-April 1

Michigan Business Education Association, Bancroft, Saginaw, March 25-26

Mississippi Business Education Association, Jackson, March 17

North Carolina Education Association, Department of Business Education, Ashe-

ville, March 24 Oregon Business Education Association, Portland, March 18

South Carolina Business Education Association, Columbia, March 17

MOUNTAIN-PLAINS REGION

Wyoming

Members of the Wyoming Business Education Association elected Elsie Michalke, Natrona County High School, Casper, president of the association. Betty Jording, Wheatland High School, Wheatland, was elected vice-president, and James Zancanella, University of Wyoming, Laramie, was re-elected as secre-The immediate pasttary-treasurer. président is David Gillespie, Chevenne High School, Cheyenne, and the newsletter editor is Margaret Williams, Laramie High School, Laramie. The next meeting of the association will be in Casper on April 21.

(Wyoming has 73 UBEA members -104.2 percent of 1960-61 goal.)

MOUNTAIN-PLAINS ... Gerald Porter (second from left), The University of Oklahoma, president of the Mountain-Plains Business Education Association, met recently with chairmen of the convention committees in Albuquerque, New Mexico, to plan the tenth annual convention. The convention is scheduled for June 15-17 at the Western Skies Hotel in Albuquerque. Left to right are Eva Glaese,



University of New Mexico, assistant convention chairman; Dr. Porter; Raymond White, The University of Oklahoma, program chairman; and Frank Gilmer, Valley H. S., Albuquerque, convention chairman.

South Dakota

Officers for 1960-61 were elected at the November 3 meeting of the South Dakota Business Education Association at Sioux Falls. They are Georgeann Dykstra, Avon High School, Avon, president; Gordon Perry, Bowdle High School, Bowdle, vice-president; Clara Ollenburg, Washington High School, Sioux Falls, secretary; and Lois Von Seggern, Huron High School, Huron, treasurer.

(South Dakota has 76 UBEA members-58.4 percent of 1960-61 goal.)

CENTRAL REGION

Chicago Area

Helen Hinkson Green, Michigan State University, East Lansing, is the guest speaker at the February luncheon of the Chicago Area Business Education Association. Members of the UBEA Executive Board and other persons in Chicago for the annual convention of the UBEA Divisions are invited to attend the CBEA luncheon at Marshall Fields, February 25.

Fred C. Archer, Gregg Publishing Division, McGraw-Hill Book Company, Inc., will be the guest speaker at the March 25 meeting of the group. He will speak on the general office clerical program.

Stanley Rhodes, Highland Park High School, Highland Park, is president of the association.

Indiana (Central)

Members of the Central Division of the Business Education Section, Indiana State Teachers Association, met in Indianapolis, October 28. Officers of the association elected at this meeting are Kenneth Puckett, Arsenal Technical High School, Indianapolis, president; Edith Rees, North Central High School, Indianapolis, vice-president; and Ralph Egloff, Brazil High School, Brazil, secretary.

(Indiana has 137 UBEA members-72.1 percent of 1960-61 goal.)

lowa

Members of the Iowa Business Education Association held their annual meeting in Des Moines on November 4 with Paul Phillips, Eagle Grove Community Schools, Eagle Grove, presiding.

Frances Merrill, Drake University, Des Moines, was elected president of the association for 1960-61. Other officers selected are Richard Simpson, Clarion High School, Clarion, vice-president; Virginia Padovan, Burlington High School, Burlington, secretary; and Merle Wood, Des Moines Public Schools, treasurer.

Mary Ellen Oliverio, Teachers College, Columbia University, New York, New York, addressed the group under the topic of "Meeting Today's Challenge in Business Education."

Two discussion groups were held. Donald W. Archer, Iowa City High School, Iowa City, was chairman for the general business group and Jane Ealy, Lincoln High School, Des Moines, was chairman of the typewriting section. Recorders were John S. Rothamel, Mason City Junior College, Mason City; and Lois Sayler, Pella High School, Pella. Marion Wood, International Business Machines Corporation, New York, New York, spoke to the typewriting group.

Discussion leaders for the general business group were Carl Millsap, Ames Junior High School, Des Moines; Cletus Crowley, Callanan Junior High School. Des Moines; and Frances Merrill, Drake University.

(Iowa has 272 UBEA members - 87.7 percent of 1960-61 goal.)

FBLA forum

For Sponsors and Advisers of FBLA Chapters

FBLA Dress Right Week

The week of March 12-18, 1961, has been designated "FBLA Dress Right Week." This is a time when all FBLAers will be placing emphasis on an important personal trait in business.

To assist FBLA chapter sponsors and other business teachers in conducting assembly programs during this week, a script, prepared by the American Institute of Men's and Boys' Wear, is presented here for a "Dress Right Fashion Show." The clothes in the script are merely suggestions and should be adapted to suit your locality, climate, and particular situation. Although the script is designed primarily to demonstrate better dress on the part of boys, it can be altered easily to include better dress for girls in each of the suggested sequences.

A color filmstrip prepared especially for FBLA chapter use has been prepared by AIMBW in cooperation with the Future Business Leaders of America. The filmstrip is available on loan to sponsors of FBLA chapters without charge by writing to the FBLA National Office. Other business teachers may secure a copy of the filmstrip on loan for showing to their business students by submitting three alternate showing dates between February 15 and April 15, their name and school address, and \$1 for handling charges.

The FBLA Dress Right Week provides an excellent opportunity for business teachers everywhere to stress the importance of good grooming and proper dress for all occasions. A variety of activities could be scheduled for the week such as showing films on good grooming and providing speakers who discuss the importance of appropriate dress when applying for positions in business. The skit for the assembly program could be followed by a panel discussion covering the type of dress suitable for classroom wear and for various activities.

Let's Dress Right

(Two girls and two boys seated on stools at right of stage, dressed in black turtle-neck sweaters and white gloves; commentator behind lectern at left of stage.)

FIRST GIRL: It all starts in the cradle . . .

SECOND GIRL: . . . girls in baby pink . . . boys in baby blue . . . FIRST BOY: . . . for a time, of course, parents make all the decisions about clothes . . .

SECOND BOY: . . . but, sooner or later, we must all learn to dress ourselves . . .

First Girl: . . . and learning to dress ourselves means more than little things such as learning to tie our own shoelaces . . .

SECOND GIRL: . . . that's right . . . it also means learning to dress right—knowing which clothes are right for each occasion, knowing about colors and styles, and so on . . .

FIRST Boy (grudgingly): . . . which is easy enough for girls—most of them seem to be born with that sixth sense of knowing how to dress right . . .

Second Boy: . . . it's the fellows that have a problem . . . because 90 percent of what other people see of them is what they wear.

First Boy: Who's going to show us lost souls how to dress right for all occasions $\ref{fig:1}$

SECOND BOY: Well, from one lost soul to another, there's a "'Dress Right" fashion show going on over at the high school . . . let's sit in . . .

QUARTET: All right . . . Let's go! (Turn on stools to face stage.)

(Curtain parts. Bob enters from left, stops at center of stage. He is attired in plaid jacket, tweed trousers, plaid shirt, floral pattern tie, sloppy pocket handkerchief, and so on.)

COMMENTATOR: Dress Right? What does it mean? First of all, let's look at what it does not mean . . . Here is Bob in an outfit that he wouldn't wear on a bet. But he's agreed to put it on to help us make our point. This outfit is guilty of many crimes—misusing colors, using patterns with patterns, mixing business and casual clothes, and so on down a long line of things anyone who is dressed right avoids. The total effect is what you might expect when a man with bad taste gets dressed in the dark. (Bob exits)

Dressed right? Definitely . . . absolutely . . . positively not! But as to what dressed right does mean . . . Does it mean tuxedo? . . . Suit? . . . Sports jacket and slacks? . . . Dungarees or chinos and T-shirt? "Dress Right' means none of these . . . and yet, it means all of these—because "dressing right" is a relative thing—because "dressing right" means wearing the right clothes at the right time.

For example, there is nothing wrong with white tie and tails—unless you're going on a picnic . . . and there's nothing wrong with a T-shirt and jeans . . . unless you're going to class, or church, or to be best man at a wedding.

What a fellow has to remember when he selects his clothes on any particular day or for any particular occasion is that the clothes have to be right for what he's doing that day...right for the occasion. If we remember this and if we follow it every day, we will find that the activities we participate in are much more fun... that we will be more confident in the things we do... that if we dress right, the chances are that we will be more likely to act right... that friends, opportunities, and greater success in social and business activities will come our way more easily, more naturally.

Dressing right is not a hard-and-fast thing . . . it's flexible, easy, inexpensive, and it's fun! What you are about to see here are suggestions for specific occasions in our everyday routine. But what are some of these occasions that come up in the normal, everyday routine of fellows like you and me? Let's start where almost half of our days every year start . . . on the way to school . . .

(Setting 1 on stage, center—curtain opens. Jim and Bill enter from left, step before setting. Jim checks his wristwatch, Bill scans horizon for a bus. Imaginary bus passes them by. They show disappointment, start to walk to school. Exit right.) Here are Jim and Bill standing on the corner watching all the school busses go by. And they certainly are dressed right, Bob in a short rain coat—catch that red lining!—and matching rain cap; and Bill in a nifty light tan trench coat. (Curtain closes)

FIRST GIRL:

With all the boys who go to school, "Dress Right" is the golden rule. Campus fashions always new Appearance counts; and so will you.

(Setting 2 on stage—curtain opens. Jim and Bill re-enter from right. One opens book and they discuss problem.)

COMMENTATOR: Once they get to school, both are certainly dressed right for the classroom: Jim in an Ivy-type sports jacket

with light tan flannel trousers, pale green shirt and matching accessories; and Bill in a maroon corduroy jacket, gray flannels, and all the other details that make a "dress right" outfit. (Jim and Bill exit)

COMMENTATOR: (Turning to quartet at opposite end of the stage) Are they dressed right? (Quartet gives sign of approval indicated by joining thumb and index finger of right hand.)

FIRST BOY:

Dress right no matter what you're doing, Dress right at work or at play, Dress right at home or in the country, Dress right before it's too late.

BOY IN WHITE TIE-AND-TAILS (Dinner jacket could be substituted): Now? (Enters from right, taking long strides, dressed in full formal kit.)

COMMENTATOR: No, not yet! I'll tell you when. (Boy in white tie-and-tails exits)

(Setting 3 on stage—curtain opens. John goes through pantomime of washing car. Jack enters, gives him moral support but ignores John's bids for active assistance.)

COMMENTATOR: And how about dressing right for doing odd jobs around the house? Here is John outfitted in dark chino slacks, a medium gray pullover and a neat sports shirt... all set to give the family car a cleaning. He is dressed right for this job, as is Jack, who joins him in spirit if not in body. Jack, in denims, blue cardigan, knitted polo shirt and sharp cap, is dressed right for working or watching, isn't he? (John and Jack exit right, together—curtain closes. Commentator turns to quartet at opposite end of stage and again gets approval.)

SECOND GIRL:

Dress right, you've got it made Every day you're on parade. And while you're passing in review The whole wide world is judging you!

(Setting 4 on stage—curtain opens. Dale is relaxing in a chair at home in tattered bathrobe, torn between TV set and his studies. His trouser cuffs are rolled up, and his clothes are concealed under his robe.)

COMMENTATOR: Now we turn to Dale, sitting almost too comfortably in his living room, torn between the TV set and his studies. As long as nobody sees him this way, he may get by. But, what's this? (Offstage noises)—Some of his sister's friends have dropped in unexpectedly—and Dale runs for cover. He'll be back presently. (Dale reenters from left, girls cluster about him) Here he is now, dressed right for studies or for lounging in light gray flannels, harmonizing sweater, and sports shirt. (All exit right—curtain closes)

COMMENTATOR: (Turns to quartet) Dressed right? (Gets sign of approval)

FIRST GIRL:

Dress right! You can't afford not to!
Dress right if you want to belong!
Dress right no matter what you're doing.
Dress right, you'll never go wrong.

BOY IN WHITE TIE-AND-TAILS (Enters from right with long strides): Now?

COMMENTATOR: No, not yet! I said I would tell you when. (Boy in white tie-and-tails exits, dejectedly.) (Setting 5 on stage—curtain opens)

COMMENTATOR: What is "dressed right" for attending a ball game? Here are Dick and Joe dressed right for an early season baseball game—or a basketball game, cheering every home run or two-pointer—Jack in an over-plaid sports jacket, banker's gray Ivy-style slaws and coordinated accessories; and Joe in tweed cheviot trousers, a dark green sweater, Ivy-type plaid shirt with a black knitted tie that is a perfect mate, and all the necessary elements for a "dress right" outfit right down to his socks and shoes. (Dick and Joe exit right—curtain closes)

FIRST BOY:

Dress right! Don't be lame!

Dress right at the movies or a basketball game! (Setting 6 on stage—curtain opens. Dick and Joe reenter from right.)

COMMENTATOR: And it doesn't take much to change the setting to the gridiron, as Dick dons a gray Tyrolean hat and a gray topcoat-overcoat combination in a tweed splash effect; and Joe pulls on a warm Loden cloth surcoat with toggle buttons, green-and-black muffler and a smart velour sports hat. (All exit right—curtain closes)

COMMENTATOR: (Turns to quartet) Dressed right? (Again gets sign of approval)

SECOND BOY:

Dress right! Be on the ball! But no tails or spats! We're watching football.

(Setting 7 on stage—curtain opens. Fred enters from left, carrying ice skates over his shoulder. Goes through

pantomime of putting skates on.)

COMMENTATOR: And what about dressing right to have more fun taking active part in sports? Here is Fred, ready and willing and able to take his chances on the ice, dressed right in a light gray surcoat (takes it off), Scandinavian-style sweater and cap, warm slacks, and everything else needed for warmth and being dressed right. (Fellow appears to point out "Danger Thin Ice" sign.) But it appears that Fred, dressed right though he is, will have to try again another day. Too bad, Fred. (Fred exits—curtain closes)

FIRST GIRL: Dress right . . . and set a good example. FIRST BOY: Dress right . . . for school or at play. SECOND GIRL: Dress right . . . someday you may be

president

Second Boy: Start right... Dress right... every day. (Setting 8 on stage—curtain opens. Two girls in swimsuits are seated center on blanket, listening to record playing on portable phonograph, and acting like they are "real gone.")

COMMENTATOR: So much for winter sports-what about summer sports? Standard equipment for any day at the beach is a large, colorful beach blanket, beach ball, a picnic lunch, and two such charming companions as these. (Alan and Hank enter from left. Stand to right of girls, talking.) Ricky Nelson is dominating the scene right now, but here come Alan and Hank-Alan in Bermuda shorts, plaid Ivy shirt, knee-length socks, and a light sports cap; and Hank in a handsome cabana outfit and a really magnificent beach hat. (Girls rise, one breaks record over her knee, and they follow Alan and Hank off stage,) It seems Alan and Hank have made an impression-and Ricky loses a round to a couple of fellows who are dressed right. Right? (Curtain closes. Commentator turns to quartet at opposite end of stage and gets approval.)

SECOND GIRL:

Dress right, you've got it made Every day you're on parade. And while you're passing in review The whole wide world is judging you!

BOY IN WHITE TIE-AND-TAILS (Enters from right): Now? (Commentator wearily shakes head and boy in white tie-and-tails exits right, looking downcast.) (Setting 9 on stage—curtain opens. Long bench in center. Ralph, Gary, and Don go through pantomime of knocking at door, are let in by Joyce, who tells them to have a seat and that the girls will be ready shortly.)

SETTINGS . . . The Art Department of Hempstead High School, Hempstead, New York, designed settings of black display paper panels 7 feet by 9 feet with sketches done in white lecturer's chalk. Nine of these settings are reproduced here. Similar settings might be designed by your FBLAers.





Let's Dress Right (Continued)

COMMENTATOR: Dancing, partying, and dating require a little extra care to make sure that you are dressed right . . . after all, if the gals can do it, so can we. And here are three young men who show how easy-and attractive-it is: Ralph, Gary, and Don. (Ralph stands, checks time) Ralph is dressed right in a handsome tweed; (Ralph sits, Gary stands and fidgets) Gary, in a charcoal brown suit; (Gary sits, Don stands and shrugs his shoulders) and Don in dark flannel suit. All have the right accessories. (All sit, twiddling thumbs, when three girls appear, and they exit left, armin-arm-curtain closes,)

FIRST BOY: Dress right! You can't afford not to!

Dress right for going on a date. Dress right for going to business. Start now, before it's too late!

(Setting 10 on stage-curtain opens. Bob and Bill enter from left, carrying bench; pause in center of stage to check order-sheet. Pick up bench and exit right.)

COMMENTATOR: But all play and no work means no jack and no dates, so many of us hold part-time jobs and then, too, we must be dressed right for work in industry or some other tough assignment such as moving scenery, which Bob and Bill, along with Jim and Joe, have been kind enough to do for us during this show. Ready for work but neat . . . and . . . (curtain closes)

BOY IN WHITE TIE-AND-TAILS (Enters from right): Now? Now? COMMENTATOR: (Exasperated) Soon! Soon! (Boy in white tieand-tails exits right, head down).

(Setting 11 on stage-curtain opens. Steve seems to be holding

subway or bus strap while reading paper.)

COMMENTATOR: And as I was saying, if you have a clerical or white collar job, you are dressed right in an outfit like the one worn here by Steve: a neat gray business suit, medium gray hat and all the dress right extras. And this is a good habit to get into for our job seeking days in the future . . . (Steve exitscurtain closes. Commentator turns to quartet at opposite side of stage) . . . Right? (Gets sign of approval)

SECOND BOY: Dress right! Don't be a jerk

Dress right! Even at work

Dress right! If you want a promotion

Dress right! Get those gears in motion.

(Setting 12 on stage-curtain opens. Steve and Tony standing before setting admiring each other.)

COMMENTATOR: With a solid gray cashmere overcoat, silk muffler and gloves, Steve is also dressed right for visiting his place of worship or dropping in on friends, as is Tony, who is dressed right in a handsome blue suit, gray flat-top hat, and blue cashmereand-wool overcoat. For business or pleasure, outfits like these just can't be beaten. (Curtain closes. Commentator turns to quartet at opposite end of stage and again gets sign of approval) Right?

SECOND GIRL: Dress right and you've got it made

Every day you're on parade. And while you're passing in review

The whole wide world is judging you!

(Setting 13 on stage-curtain opens, Mike and Mary Ann, Harold

and Maxine in center of stage, talking or dancing.)

COMMENTATOR: And for those special occasions-a holiday formal or a school prom-here are Mike with Mary Ann, and Harold with Maxine, all looking elegant, ready to have a good time and dressed right. And finally, now-I said, now-where is he? Oh, here he comes now.

BOY IN WHITE TIE-AND-TAILS (Enters from right): Did some-

one call me? (Excitedly)

COMMENTATOR: Yes-Ted-you're on!

BOY IN WHITE TIE-AND-TAILS: Okay-swell-what do I do?

(Looks around in confusion)

COMMENTATOR: Just stand there, look handsome and elegant, and set an example for that happy day in the future when all of us will be dressed right like you are and the bells will be ringing. (Ted steps to center of stage, locks arms with Mary Ann and Maxine, who lock arms with Mike and Harold. On "bells will be ringing" cue, music starts. Rest of cast comes on stage from right and left. Curtain closes after brief interval.)

FBLA PRESIDENT: (Steps through curtain, stands at center of stage): Well, that's our show. It was lots of fun-but there's much more to it than just a fashion show. The whole idea of this show is that the way we dress is bound to influence the things we do and the way we do them. For example, we all know that the fellow who dresses sloppily to classes is likely to think the same way . . . and that the fellow who dresses like a hood to a party is likely to behave like a hood. And that's not for us! What's more, this whole idea of dressing right for whatever we're doing is important-not only now during our days in school, but even more important for the future—our future—mine (pointing to himself)
—and (pointing to audience) yours. The habits we get into now are the habits we'll keep for life. Let's make them good ones . . . Let's dress right!

Principal Discussants (Continued from page 36)

- (5,10) RICHARD REICHERTER, Kansas State Teach. Coll., Emporia
- GUS T. RIDGEL, Kentucky State College, Frankfort
- (2, 7)Julius M. Robinson, Eastern Michigan Univ., Ypsilanti JOHN L. ROWE, University of North Dakota, Grand Forks
- (5.10)RAYMOND B. RUSSELL, Kansas St. Teachers Coll., Emporia
- MILDRED L. SEARS, Chico State College, Chico, Calif. (3, 6)
- EDITH C. SIDNEY, Board of Education, Chicago, Ill. (1.8)
- (2.10)RICHARD SIELAFF, University of Minnesota, Duluth
- (5, 9)M. REGINALD SIMS, University of Mississippi, University (3, 6)SISTER ALEXIUS, Edgewood Coll. of the Sacred Heart,
- Madison, Wis. (3, 9)FRANCES SKULLEY, Mississippi College, Clinton
- (3, 6)JOSEPH SPECHT, Ga. St. Coll. for Women, Milledgeville
- MARTIN STEGENGA, Mississippi Southern Coll., Hattiesburg (3.6)
- (5,10)ORUS SUTTON, Appalachian State Teach. Coll., Boone, N. C.
- (5, 9)EDWIN SWANSON, San Jose State Coll., San Jose, Calif.
- ROBERT SWANSON, Ball State Teachers Coll., Muncie, Ind. (1,10)
- (1, 8)MILDRED E. TAFT, St. Lawrence University, Canton, N. Y.
- (5,10)DONALD TATE, Arizona State University, Tempe
- BENJAMIN THOMAS, Ferris State Inst., Big Rapids, Mich. (1.10)
- (2.10)MORGAN I. THOMAS, Mankato State Coll., Mankato, Minn. (1, 6)
- RALF J. THOMAS, Kansas State Coll. of Pittsburg, Pittsburg (5,10)NORMAN THOMPSON, Eastern Wash. Coll. of Ed., Cheney
- (1, 8)HERBERT TONNE, New York University, New York, N. Y.
- (3, 6)S. L. Toumey, Georgia Southern College, Statesboro
- (3, 6)DOROTHY L. TRAVIS, Univ. of North Dakota, Grand Forks
- J. M. TRYTTEN, University of Michigan, Ann Arbor (1.11)
- AUDRA TUCKER, University of Akron, Akron, Ohio (2, 7)
- (1, 8)STEPHEN TURILLE, Ferris State Inst., Big Rapids, Mich.
- MARY ELAM VANCE, Mereer University, Macon, Ga.
- (4,11)ELIZABETH VAN DERVEER, Montclair State Coll., Upper Montelair, N. J.
- JEANNETTE VAN VONDEREN, St. Norbert Coll., W. De Pere, (4, 7)
- (1, 8)DOROTHY H. VEON, The Pa. State Univ., University Park
- D. MACIL VIA, Ohio University, Athens (5, 8)
- DOROTHY A. VIRTS, Miami University, Oxford, Ohio
- (1,11)CARROL E. WAGGONER, Dade County Schools, Miami, Fla. GEORGE A. WAGONER, The University of Tenn., Knoxville (3.8)
- (2, 6)ARTHUR WALKER, Virginia State Dept. of Educ., Richmond
- (5, 9)MAE WALKER, Fort Wayne Coml. Coll., Fort Wayne, Ind.
- (2, 8)RICHARD A. WARNER, Western Illinois University, Macomb
- (4, 7)LEONARD J. WEST, Southern Illinois Univ., Carbondale
- JAMES L. WHITE, East Carolina College, Greenville, N. C. (5, 8)
- RAYMOND R. WHITE, The University of Oklahoma, Norman (1, 6)
- VIRGINIA WILLIAMS, St. Cloud State Coll., St. Cloud, Minn. (3, 7)MARY ALICE WITTENBERG, Los Angeles City Schools, Calif.
- THEODORE WOODWARD, George Peabody Coll. for Teachers,
- (1, 6)Nashville, Tenn.
- (3, 6) RUTH WOOLSCHLAGER, Northern Illinois Univ., DeKalb
- (3, 6) MAXIE LEE WORK, University of Mississippi, University
- (5, 8) EUGENE WYLLIE, Southern Illinois University, Carbondale
- (3, 7) THEODORE YERIAN, Oregon State College, Corvallis (2,11) James Zancanella, University of Wyoming, Laramie
- (4, 7) KENNETH ZIMMER, Richmond Prof. Inst., Richmond, Va.

POLIGIES GOMMISSION for BUSINESS and ECONOMIC EDUCATION

Sponsored by United Business Education Association and Delta Pi Epsilon NEA Center, 1201 Sixteenth Street, N.W., Washington 6, D. C.

February 1, 1961

To Members of UBEA:

A statement prepared by the Policies Commission for Business and Economic Education and endorsed by prominent businessmen accompanies this message to you. The statement, "A Proposal for Business-Economic Education for American Secondary Schools," is directed to school administrators and concerns the need for economic education in our secondary schools. More than 20,000 copies of the leaflet have been mailed to school administrators and an equal number are being mailed to business teachers throughout the nation. Your superintendent and your principal should receive the leaflet within a few days. You, too, will receive a direct-mail copy of the leaflet for reference in the conference with your school administrators.

It is now up to the teachers of business subjects to take the next step if the efforts of the Commission and the interests of businessmen are to have effect on economic education in our schools. The following are suggestions of ways you can implement the work of the Commission:

- 1. Plan a conference with the administrator in your community at which time you will include as many business teachers as possible for the purpose of discussing the importance of the statement for your school and your community.
- 2. Point out that the statement expresses the point of view of businessmen and industrialists not just business educators.
- 3. Get the administrator to appoint a committee including the curriculum director, if there is one; the counselors; some local business people; and business teachers for the purpose of making specific recommendations regarding a course or courses in economic education that will be offered to each high school student.
- 4. Suggest that the course be allowed as one of the social studies requirements even though it may be taught by a business teacher.
- 5. Suggest that the course be offered in the upper two years of the secondary school.
- 6. Emphasize the importance of having a business teacher as the instructor this is strongly recommended by business people.

CHAIRMAN

Hamden L, Forkner Professor Emeritus Teachers College, Columbia University 106 Morningside Drive New York 27, New York

MEMBERS

S. Joseph DeBrum San Francisco State College San Francisco, California

> Elvin S. Eyster Indiana University Bloomington, Indiana

J Marshall Hanna The Ohio State University Columbus, Ohio

Derethy L. Travis Central High School and University of North Dakota Grand Forks, North Dakota

> Herbert Tonne New York University New York, New York

Theodore Woodward George Peabody College for Teachers Nashville, Tennessee

Theodore Yerian Oregon State College Corvallis, Oregon

EX-OFFICIO MEMBERS

Gladys Bahr New Trier Township High School Winnetka, Illinois

Frank M. Herndon Mississippi State College for Women Columbus, Mississippi

Ruth I. Anderson, Executive Secretary
Delti Pi Epsilon
North Texas State College
Denton, Texas

Hollis Guy, Executive Director United Business Education Association 1201 Sixteenth Street, N. W. Washington 6, D. C.

Commission for Business and Economic Education

7. Bring to the attention of the administrators the kind of material the course should cover. Textbooks such as the following are examples:

Applied Economics by J. H. Dodd, South-Western Publishing Company

Basic Economics by L. C. Michelon, The World Publishing Company

Economics for Our Times by A. H. Smith, McGraw-Hill Book Company, Inc.

Instructional Units in the CASE Economic Literacy Series, Council for

Advancement of Secondary Education

Some of the businessmen who have endorsed the statement have requested reports from business teachers regarding their activities in connection with this statement. Will you please, therefore, fill out the form below and return it to the Chairman of the Commission so that he can report to these persons the action that was taken.

If we have a good response from business teachers to the effect that they have followed up on this activity of the Commission, it is likely that we can expect further support from business and industry for other programs in business education. The Commission hopes you will support this important project. Action is needed now. May we hear from you soon?

POLICIES COMMISSION FOR BUSINESS AND ECONOMIC EDUCATION

Please complete this form and mail to
Hamden L. Forkner, Chairman Policies Commission for Business and Economic Education 106 Morningside Drive New York 27, New York
I received the copy of "A Proposal for Business-Economic Education for American Secondary Schools" and have the following to report:
I talked to other business teachers about it. I had a conference with my administrator about it. I talked to (give number) business people about it. I had a favorable reaction from my administrator about offering a course in economic education. I had an unfavorable reaction about offering the course. I did not find it convenient or desirable to discuss the statement with my administrator. I believe such a course is desirable and will work to get one organized and offered in the high school(s) in my community.
Your Name
School and Address
City and State
Comments if any.

A PROPOSAL FOR BUSINESS-ECONOMIC EDUCATION

AMERICAN

SCHOOLS

This leaflet was prepared by the Policies Commission for Business and Economic Education. The Commission, composed of eight members, is sponsored by the United Business Education Association, a Department of the National Education Association, and by Delta Pi Epsilon, a national honorary graduate fraternity in business education.

The persons whose names appear as endorsers of the statement presented in this leaflet were invited by the Commission to lend their support to this important undertaking in the hope that school administrators will be encouraged to go forward with a sound program of economic education for all young Americans.

The Commission

FOREWORD

Business education in American secondary schools consists of both general education and vocational preparation for store and office occupations.

These two elements of business education are essential parts of secondary education in America.

If the American secondary schools were to curtail in any way the programs that prepare young people for store and office occupations, business, industry and government services would suffer materially for lack of competent office and store help.

This message to secondary school administrators deals with the business-economic phases of general education because we believe it is imperative that ALL young people be adequately prepared to deal with business-economic issues and problems.

We hope, however, that secondary school administrators will seek also to strengthen the vocational preparation of young people who are seeking business careers upon graduation from high school.

TO SCHOOL ADMINISTRATORS

We who have signed this letter have great faith in the power of education. We are writing to you because we believe that it is the responsibility of all citizens to offer suggestions and to make recommendations to those who administer our schools regarding what our schools should teach. It is our hope that the combined judgment and intelligence of all can help to achieve the kind of education that will be best for our young people.

We believe that education can help all Americans to understand better and to act more intelligently in dealing with the crucial problems that face our country. Many of these problems are economic in nature. To deal with these problems intelligently, our youth and young adults must have an understanding of our business-economic system. The purpose of this message to you is to urge that more attention be given to this problem in our schools.

We want to commend school administrators and all other persons responsible for American education for the devotion and leadership they have given. It is significant that even though there are those who would have us imitate European or Russian education, it is always to America that these countries look when they find themselves in economic difficulties. If our education were not what it is, we would be looking to them for help instead of their looking to us.

In our desire to meet the needs of the Space Age and to be able to combat military aggression, we have stressed the importance of having a large body of trained scientists and mathematicians to carry on research with the result that some of our schools have overlooked the equally important task of having a large body of trained men and women of high talent to carry on the business and industrial administration of our economy. This, we believe, can lead to major problems for business and indus-

try and thus weaken our leadership and power as a nation.

We believe it is imperative that every American should have as a part of his general education, regardless of his personal or professional goal, at least a one-year course at the secondary school level that will provide the learner with an opportunity to become competent to deal with everyday business-economic issues and problems.

Among the topics in the course on businesseconomic understandings that we recommend for ALL are:

THE ROLE OF BUSINESS AND INDUSTRY IN AMERICA

There is evidence that many young people are being graduated from our high schools with little or no knowledge of the functions of our system of enterprise and how it operates. Some believe that we would be better off if government operated all business and industry. Some believe that business and industry are out to gouge the consumer for all they can get. Few know of the contributions that business and industry make to community improvements, to research, to health and welfare programs, and to scholarships.

ROLE AND COSTS OF GOVERNMENT

Every person must be concerned with the roles and costs of local, state, and of the Federal government. Unnecessary duplication and inefficiency must be avoided. Every possible encouragement should be given to private enterprise to develop and grow at a healthy rate. The problems of taxes, subsidies, and tariffs must be studied and understood in relation to the well-being of our economy and our people.

CREATIVE GROWTH OF THE ECONOMY

All Americans need to understand the importance of maintaining economic and political conditions that will provide for creation of new enterprises and the expansion of present ones to meet changing times and conditions. Only when we maintain a healthy climate politically

and economically can we hope for increased growth through investment of time, money, and effort in furthering the economy.

FACTORS OF COST IN PRODUCING GOODS AND SERVICES

Young Americans should understand the relationship between the factors that make up the costs of goods and services produced. They should understand that we can maintain our present high wage levels, advance our standards of living, and approach full employment only by producing more efficiently than low-wage countries.

INFLATION—DEFLATION

Every citizen needs to understand the forces of inflation and deflation and how these forces affect his future. He also needs to know what part he can play in helping to control inflation and still maintain a healthy and growing economy.

LABOR-MANAGEMENT RELATIONS

Americans need to understand the rights as well as the responsibilities of labor and management in maintaining a climate of cooperation and incentive for high productivity. Along with rights go responsibilities. To demand rights without acceptance of responsibilities is to court difficulty.

MANAGEMENT OF PERSONAL ECONOMIC AFFAIRS

Every young person needs to be educated to deal effectively with his personal economic problems so that he will manage his personal business affairs in a manner that will produce the greatest good to him. This means education in better buymanship of all goods and services as well as financial planning for his present and future needs.

RECOMMENDATIONS

Some changes from present practices will be required if we are to accomplish the purposes and fulfill the needs of good citizens as outlined in the points which we have presented. Changes are not easy to make in the complex pattern of modern education. However, we wish to urge your consideration of the following recommendations:

ALL students in ALL secondary schools shall have a course or courses leading to a better understanding of business-economic problems. Such course or courses shall become a part of the total general education of ALL students. We recognize that many of the problems we have presented are now receiving *some* attention in your school and that *some* students in *some* schools are benefiting from such courses as Economics, General Business, Consumer Education, and the like. We urge that ALL students study business-economic problems and issues.

The course or courses in business-economic understanding should be offered by those teachers, regardless of the areas they represent, who are best qualified. Those teachers who have been business oriented through courses in the field of business and economics and through business experience are most likely to provide the kind of educational program this letter proposes.

The course or courses in business-economic understanding rust be more than the theory of economics. Theory alone is not enough. Practical case studies built around the problems suggested, developed in cooperation with management, labor, and government should be coordinated with other teaching materials.

Because of the importance of instruction in business-economic understanding for all boys and girls in our secondary schools, we urge you to do whatever you can to help provide this education.

You may be sure that you will have our full cooperation and that of business and industrial men in your local community in developing materials for such a course.

Very cordially yours

(See names on adjoining page)



S. CLARK BEISE President Bank of America San Francisco, California San Francisco, Camerina
BOYD CAMPBELL
Chairman, Board of Directors
Mississippi School Supply Company
Former President, Chamber of Commerce
of the United States
Jackson, Mississippi SAMUEL M. FLEMING President Third National Bank Nashville, Tennessee R. G. FOLLIS Chairman, Board of Directors Standard Oil Company of California San Francisco, California GERALD W. FRANK
Vice President
Meier and Frank Company
Chairman of Governor's Advisory Committee
of Oregon State Department of
Planning and Development
Portland, Oregon G. KEITH FUNSTON President New York Stock Exchange New York, New York B. C. GRANGAARD Vice President Seattle-First National Bank Seattle, Washington JOHN W. HILL Chairman, Board of Directors Hill and Knowlton, Inc. New York, New York MAX D. HOWELL Executive Vice President American Iron and Steel Institute New York, New York ALLEN S. KING President Northern States Power Company Minneapolis, Minnesota FOREST R. LOMBAER Vice President Nationwide Insurance Company Columbus, Ohio C. K. MILNER Vice President The Ohio Bell Telephone Company Cleveland, Ohio R. E. DUMAS MILNER President Milner Enterprises, Inc. Jackson, Mississippi AKSEL NIELSEN
President
The Title Guaranty Company
Denver, Colorado R. T. PERSON
President
Public Service Company of Colorado
Denver, Colorado CECIL PUCKETT Vice President Federal Reserve Bank Denver Branch Denver, Colorado ROBERT DENNY WATT President Electro-Watt, Inc. Seattle, Washington C. WRIGHT Manager, Office and Salary Administration The Firestone Tire and Rubber Company Akron, Ohio

POLICIES COMMISSION FOR BUSINESS AND ECONOMIC EDUCATION

Sponsored by United Business Education Association (A Department of the National Education Association) and Delta Pi Epsilon 1201 Sixteenth Street, N. W., Washington 6, D. C.

CHAIRMAN

Hamden L. Ferkner Professor Emeritus Teachers College, Columbia University 106 Morningside Drive New York 27, New York

MEMBERS

\$. Jeseph DeBrum San Francisco State College San Francisco, California

> Elvin S. Eyster Indiana University Bloomington, Indiana

J Marshall Hanna The Ohio State University Columbus, Ohio

Derethy L. Travis Central High School and University of North Dakota Grand Forks, North Dakota

> Herbert Tenne New York University New York, New York

Theodere Weedward George Peabody College for Teachers Nashville, Tennessee

> Theodore Yerian Oregon State College Corvallis, Oregon

> > A

is

te se

co

Ir

ty

EX-OFFICIO MEMBERS

Gladys Bahr New Trier Township High School Winnetka, Illinois

Frank M. Herndon Mississippi State College for Women Columbus, Mississispi

Ruth I. Anderson, Executive Secretary Delti Pi Epsilon North Texas State College Denton, Texas

Hellis Guy, Executive Director
United Business Education Association
1201 Sixteenth Street, N. W.
Washington 6, D. C.

ALLYN and BACON is proud of this fine business text:



Boston

Englewood Cliffs, N. J.

Chicago

Atlanta

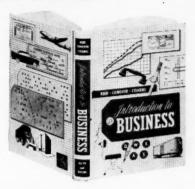
Dallas

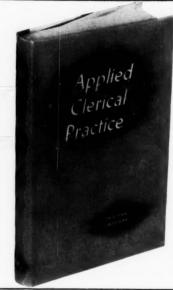
San Francisco

INTRODUCTION TO BUSINESS

By REED . CONOVER . STEARNS

This is a comprehensive, practical, up-to-date text for beginning courses in business. An ideal introduction to the business world, INTRODUCTION TO BUSINESS covers business organization and procedures, furnishes information the student needs to handle his own business affairs, and provides a strong foundation for more advanced business courses.





Foremost office training text . . .

Applied Clerical Practice

by Friedman and Grossman

- · Complete course in office training with a built-in testing program
- Practical, workable projects in each chapter; four master reviews provide a basic testing program
- Over 100 up-to-date illustrations enliven the text
- Weaves subject matter and related skill areas into a pattern of interesting units of learning
- Learning units include questions and exercises, business English, related clerical arithmetic, and personality development exercises
- · Workbook and Teacher's Manual available

PITMAN Publishing Corp. 2 W. 45th St. New York 36

Pitman — The First Name in Business Education

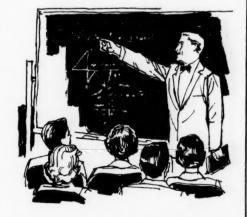
The Business Education Program in the Expanding Secondary School

A basic source book for all business educators describing the characteristics of a good business education program in the secondary school in terms of housing, equipment, and teaching aids; teachers; supervision; selection, guidance, placement, and follow-up; extraclass activities; coordinated work experience; adult evening classes; and research. Includes evaluation of the effectiveness of the teaching in shorthand, typewriting, bookkeeping, basic business, distributive occupations, and clerical practice.

160 pages — 1957 — Cloth binding \$2 — Flexible binding \$1.50

Order from:

United Business Education Association, 1201-16th Street, N.W. Washington 6, D. C.



NATIONAL BUSINESS ENTRANCE TESTS

Business Fundamentals and
General Information

Bookkeeping and Accounting

General Office Clerical

Machine Calculation

Stenography

Typewriting

Use tests for your students that will supply you with standardized results, reliable criteria for measurement, Certificates of Proficiency, and an opportunity to evaluate the effectiveness of your business department. Six tests are available in each of three series.

Tests in the General Testing Series are available at 50¢ each with a complete specimen set (one each of six

tests plus manuals) available for \$3.00. Tests in the Official Testing Series are for administration at any Official Testing Center, which could easily be your own school. Complete scoring service is included with the issuance of the Official Testing Series. Write for information on how to establish an Official Testing Center and complete information on the NBETesting Program.

TO: United Business Education Association, Joint Committee on Tes 1201 Sixteenth Street, N. W., Washington 6, D. C.	sts		
Please send me more information on the National Business Entranse. Please send me the necessary information to establish a National Please enter my order for National Business Entrance Tests as a Shipping charges will be added to order.	l Business Entrance Testing Ce follows: I enclose \$ in pa		
GENERAL TESTING SERIES (50¢ each)	Name		
copies of Business Fundamentals and General Information Test copies of Bookkeeping and Accounting Test	Title		
copies of General Office Clerical (including filing) Test copies of Machine Calculation Test	School or Organization		
copies of Stenography Test	Address		
Specimen Sets (1 each of 6 tests plus manuals) \$3.00	City	Zone State	